

Alabama Commission on Higher Education

BOARDS OF TRUSTEES REPORT

Volume One

*Progress Toward Statewide Goals
For Alabama Higher Education*

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Compiled for dissemination to the Governor and Legislature

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ALABAMA COMMISSION ON HIGHER EDUCATION

BOARDS OF TRUSTEES REPORT

VOLUME ONE

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“Alabama faces an extraordinary challenge to maintain, if not strengthen, its competitive position not only in the South but also within the global economy. To compete, Alabama must raise the education attainment of its population and the quality of its workforce. The challenge is to reach all those who will need education and training throughout their lifetimes to earn a decent living, contribute to their families and communities, and remain competitive in the changing economy.”

The Report of the Seventh Quadrennial Evaluation Committee
A Committee to Evaluate the Effectiveness of the Alabama Commission on Higher Education
February 1999

Foreword

The existence of forty-three public institutions of higher education in Alabama is evidence of a public commitment to widespread opportunity and a well-diversified system of postsecondary education. The governance of these functionally independent institutions is vested in one of eleven (11) autonomous boards of trustees. Each governing board is responsible for overseeing the management of the institution(s) under its authority so as to produce graduates who are well-prepared to succeed in a global economy.

In a highly, participatory and cooperative process, representatives of the 43 public institutions of higher education engaged in the development of the State Plan for Alabama Higher Education 2003-04 to 2008-09 (State Plan) adopted by the Commission in August 2003. The plan called upon the boards of trustees and state government to support the implementation of five long-range, statewide goals for public higher education: *Access, Cooperation, Quality, Resources, and Workforce Development*. Over a five-year planning cycle, the Commission, in collaboration with Alabama's public institutions of higher education has initiated a multi-faceted performance reporting model that aims for transparency and is designed to provide public policy makers and the citizens of the state with periodic reports on the complex enterprise we call: Alabama higher education.

The Boards of Trustee Report: *Progress Toward Statewide Goals for Alabama Higher Education, Volume One*, is the first in a series of annual publications prepared by the institutions for the purpose of measuring the degree to which progress has been made toward identified goals and objectives within the context of institutional missions and available financial resources.

“The Commission cannot lead alone. Nor can it expect to lead by formal authority. It must lead by the goals it articulates, the quality of its analysis, its reputation for objectivity and fairness, and its capacity to enable and support others who can take a visible leadership role. The Commission must shape an agenda that makes the compelling case for the link between the future of Alabama and its higher education/postsecondary Education system.”

The Report of the Seventh Quadrennial Evaluation Committee
A Committee to Evaluate the Effectiveness of the Alabama Commission on Higher Education
February 1999

From the Chair of the Alabama Council of College and University Presidents: Transmittal of Report

On behalf of the eleven (11) Boards of Trustees that govern Alabama's public institutions of higher education and in compliance with provisions of the Alabama Commission on Higher Education's Accountability Agenda for implementation of the State Plan for Alabama Higher Education 2003-04 to 2008-09, the Alabama Council of College and University Presidents submits for distribution to the Governor and Legislature, the Boards of Trustees Report: *Progress Toward Statewide Goals for Higher Education, Volume One*.

The individual board of trustee reports that follow signal the institutional commitment to accountability and performance in the context of five statewide goals: *Access, Cooperation, Quality, Resources, and Workforce Development*. Taken together they demonstrate the cooperative willingness of Alabama's highly diverse, higher education community to espouse public policy initiatives that articulate the broad social, economic, and educational challenges facing our state and the commitment of Alabama's boards of trustees to meet those challenges. In the end, they are a window to the scope of opportunities Alabama higher education has to offer and the return on investment it provides to citizens of this state.

*Dr. William Meehan, President
Jacksonville State University*

Alabama A&M University

Board of Trustees



**Report
to**

The Alabama Commission on Higher Education

May 5, 2005

**ALABAMA A&M UNIVERSITY BOARD OF TRUSTEES REPORT
TO THE ALABAMA COMMISSION ON HIGHER EDUCATION
(STATE PLAN FOR ALABAMA HIGHER EDUCATION 2003-4 TO 2008-9)**

Goal 1 – Access: Elevate the educational attainment of all citizens

Alabama A&M University remains committed to its mission of providing educational access to capable students with emphasis on those who have experienced limited access to education. With a Fall 2004 enrollment of 6,323 students, 86.7% of whom are black, Alabama A&M University provides a vital role in elevating the overall educational attainment of the citizens of Alabama with a particular impact on minority populations. In the 2003-4 academic year, Alabama A&M University awarded 864 degrees including 589 baccalaureate, 262 masters, 3 educational specialist, and 5 doctoral degrees. In the last ten years, the number of degrees awarded by Alabama A&M University has been 9,286, but the number alone is only a pale reflection of the significant impact that attainment of these advanced degrees has on the population of Alabama if the compounding effect in enhancing the economical and technological base of the state is considered. For example, Alabama A&M University's teacher education graduates are employed in urban and rural school systems throughout the State. In Madison County, the home of Alabama A&M University, nearly eighty percent of all teachers in the city and county school systems have received one or more degrees from Alabama A&M University. The quality of our program in teacher education is a testimony to the quality of the elementary and secondary programs in the city and county systems. The high ranking of the county and city school systems is a major factor in attracting business and industries to this area. A point of fact is that of the four finalists for the coveted Alabama Teacher of the year award for 2005, two received either the master's or baccalaureate degree from Alabama A&M University.

The enrollment of Alabama A&M University has grown over the last five years increasing 11.4% compared to the 7% increase which represents the statewide average university growth. This enrollment also epitomizes a significant portion of the population underrepresented in higher education with black minority percentages in the last five years consistently ranging from 86% to 89%. Not only has the enrollment increased, but the quality of the incoming students has also been increasing with average comprehensive ACT scores of our incoming freshmen rising from 17.10 in Fall 1999 to 17.64 in Fall of 2004. The enrollment growth indicates the critical role that Alabama A&M University plays in providing a viable educational environment for minorities to achieve success and the increase in quality is a reflection of the growing reputation for quality programs and an effective learning environment.

While attending to meeting the needs of the more traditional student, Alabama A&M University is mindful of the growing population of nontraditional students. In order to meet the needs of non-traditional and the changing needs of traditional students, Alabama A&M University uses a variety of flexible delivery systems and distance learning technology. Through the University's local TV Station Channel 78, students have access to general education courses in mathematics, English and reading. Distance learning classes are offered in agriculture, family and consumer sciences, biology, plant and soil science, and community planning at the graduate and undergraduate levels. Further, several degree programs may be completed using the evening and weekend programs; these include human development and all of the master's level education

programs. All of the Technology Education programs at the master's level are offered online. Through the State Transfer and Articulation System (STARS), Alabama A&M University participates with the Junior College System to facilitate the ease of transfer and acceptance of courses for the completion of the four year degree. Additionally, articulation agreements exist with the University of Alabama in Huntsville for Biology, Art, and Engineering.

Through its program of research based non-formal education as implemented through the Alabama Cooperative Extension System, Alabama A&M University reaches thousands of Alabama citizens with programs designed to improve their quality of life. Many programs lead to various certifications or certificates of participation.

Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities

Alabama A&M University operates with a three-fold mission of teaching, research and service. The University provides leadership for the Urban and New Nontraditional Program of the Alabama Cooperative Extension System. Through programs of youth development, nutrition and nutrition education, financial management, horticulture, animal science, domestic violence, forestry, career development, and community economic development; more than 500,000 Alabamians participate in educational, social, cultural, and economic training activities. The programs are carried out through business, industry, education, social, civic, and government partnerships at the community, the local, regional, and state levels.

The research programs of Alabama A&M University are models of private sector, business, government and K-12 collaborations and partnerships. The Physics research programs are usually collaborative with the University of Alabama Huntsville and NASA. The collaborative working relationship created by the Agricultural Research Alliance between Alabama A&M, Auburn and Tuskegee universities has been highly productive in identifying and addressing research needs of the State in the agricultural sciences. Through such partnerships and many others, the University attracts approximately thirty million dollars to the local economy and region. Equally important is the fact that the research addresses, in many instances, some of the most critical needs of the citizens of the State.

Alabama A&M University is also helping to alleviate a critical need not only in Alabama, but also nationwide producing trained minority professionals with advanced degrees in underrepresented disciplines such as Food Science and Technology (11 MS, 2 PhD); Plant and Soil Science (22 MS, 13 PhD); Computer Science (14 MS); Technology (31 MS); Biology (42 MS); and Physics (18 MS, 11 PhD) in just the last five years. North Alabama is a center for technology based industry and is being directly supported by the production of minority engineers with bachelor's degrees (1 in Civil Engineering, 19 in Electrical Engineering, and 8 in Mechanical Engineering in 2004). For the last five years, Alabama A&M University has awarded 19 civil engineering, 64 electrical engineering, and 21 mechanical engineering degrees to minority students.

In addition to educating professionals in the scientific and technological areas where there is an under representation of minority professionals, the University continues to be a major producer of social workers, accountants, psychologists, speech pathologists and teacher educators, to name a few. Through partnerships with organizations and groups such as the juvenile justice system, boys and girls club, senior centers, and faith-based organizations, the University is involved with programs such as the head-start certification training program, science in motion, upward bound and special service, career opportunities centers, 'legaleaze' for elderly citizens, and community technology building for rural areas.

Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Strong evidence of the commitment that Alabama A&M University has for ensuring quality under the state's mandate was provided in the outstanding achievement in December of 2004 of the University receiving reaffirmation of accreditation and full acceptance of its Quality Enhancement Plan (QEP) entitled, "Blueprints to Excellence: Enhancing Academic Support Services and the Campus Culture" with no recommendations by the Southern Association for Colleges and Schools (SACS). This unparalleled achievement was the culmination of three years of effort to assess and evaluate the effectiveness of the university's programs and services with a focus on the first two years. The end results were the articulation and formulation of a vision for sustaining and enhancing quality learning for our students. (See Attachment A: Summary Goals of the QEP. Detailed document may be found at aamu.edu). Further external confirmation of the quality of the University's strategic effectiveness, and quality enhancement plans occurred with Alabama A&M University receiving the outstanding planning documents award from the Southern Association for Institutional Researchers in 2004.

The university engages in systematic review of its programs and assesses learning outcomes using a variety of approaches at all levels of the curriculum. Through a one and a half year assessment of the organization, administration, processes, procedures and program content of our freshman and sophomore general education program offerings and administration, the data revealed the need to reshape the programs. The goals and objectives of the QEP are a demonstration of the utilization of assessment results to improve program quality and student learning. The efficacy of the freshman core and the general education curriculum is assessed using the university "entry to exit" system. This incorporates extensive testing during JumpStart (The initial student transition from high school to college program.) to assure appropriate placement and establish benchmarks for academic comparison using COMPASS, which measures skills in reading, writing, and mathematics at the end of the freshman year. AAMU also administers CAAP, which evaluates and benchmarks reading, writing skills and essay, mathematics, sciences, and critical thinking at the end of the sophomore year.

Institutional planning also conducts research on aspects of university educational effectiveness through examination of the effects of classroom size, placement and follow-on course performance, and factors which impact retention.

Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

Alabama A&M University operates with a budget of \$111,000,000, 6,323 students and approximately 1000 employees. Only 26% of the budget for Alabama A&M University is received through state appropriation. Thus, for every dollar received from the state, the University generates five plus dollars. The economic impact to the local and regional economy is several hundreds of thousand of dollars.

Alabama A&M University insures that it is effectively using its financial resources to support the university's mission and goals through a new planning and budgeting system that was adopted prior to the 2004-5 fiscal year. The system documents goals, assessment measures, and outcomes of every budgetary unit on campus and links those goals to the budgeting process to insure accountability. It also documents actual outcomes, how the assessment has been used to improve programs and services at the university, and resources needed. Budgetary information in this system includes not only the requested budget for each unit, but also annual projections for four years from that point to aid in future planning. The assessment and outcomes information is in turn used as the basis for future allocations and provides the foundation for reallocation decisions made by the Planning and Budgeting Council.

The faculty of Alabama A&M University also actively seek grant and contract support to augment its research activity in support of statewide goals. In total during 2003-4, \$28,962,887 was brought into Alabama A&M University through grants and contracts.

Of equal importance is the Alabama A&M University Agribution Center that hosts education and civic activities; the Alabama A&M University Research Institute providing research and development activities for government and industry; the Technology Integration and Application Center designed for research and development in nanotechnology application; and the Alabama A&M University Research Farm, for the support of small agribusinesses and related industries.

The University has aggressively sought to acquire equal treatment in funding from the state that is comparable to other institutions. While there have been some gains, the institution will continue to raise awareness at the state level and to appropriate state agencies regarding funding inequities.

Goal 5 - Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

Through broader University engagement, specialized activities that address education, economic, social, business, and technology transfer areas are facilitated through but not limited to the following centers:

Alabama A&M University Research Institute- The mission of Alabama A&M University Research Institute (AAMURI) is to pursue, negotiate, and enter into contracts to promote and aid

in the fulfillment of educational functions of Alabama A&M University by which publications, discoveries, and inventions for the advancement of science and education.

Center for Entrepreneurial and Economic Development- Starting Businesses, Obtaining Funds to Start Micro-Businesses, Preparing Business Plans, Developing Loan Applications, Electronic Data Interchange (EDI), Business the Paperless Way, Bookkeeping and Record Keeping Procedures, Identifying Customers, Resources and Support for Small Businesses

Center for Hydrology, Soil Climatology, and Remote Sensing- In collaboration with NASA, this Center conducts research on measurement/modeling strategies using low resolution satellite microwave data to derive soil moisture data and techniques for measuring soil moisture to facilitate ground truth and model validation. The Center also deals with utilization of air-borne data in land use classification, geographic information system (GIS), aerial photo interpretation and mapping of natural resource management applications, vegetation mapping, soil classification/management, watershed management and remote sensing.

Plant Science Center- cropping systems, sustainable agriculture, agronomy and horticulture, seed science center for Urban and Rural Research- Researchers work with public and private agencies on needs assessments and research requirements; document community trends through the analysis of social, economic, population and educational indicators.

Executive Development Program- Integrated Series of Management Development Modules Tailored to Local Area Government, Business, and Industry Managers.

Reading Literacy Center- To train reading/literacy professionals to be leaders in the field. These educators will serve to improve reading and literacy for individuals of varying reading abilities and achievement levels at the P-12 and adult levels by teaching, conducting research, performing and monitoring clinical applications, and providing professional development.

Attachment A: Summary QEP Goals and Objectives

Goal One - To improve mechanisms for placing, characterizing, and educating the whole student with a focus toward the successful development of competent graduates prepared to attain excellence in professional life.

Objectives:

1. Restructure University College with a view toward
 - a) Better integration of its multiple functions
 - b) Amalgamation of all tutoring services under one leadership
 - c) Revision of the survival skills courses
 - d) Examination, assessment, development and placement of incoming freshmen,
 - e) Comprehensive and integrated academic advising system
 - e) Expansion of the intrusive retention service to a more proactive preventative stance than its current reactive approach to students on probation
2. Integrate the University student databases to insure accuracy and consistency and for use in development of a model capable of indentifying students who are most at risk of non-retention
3. Develop and "Academic Auditing System" to insure that
 - a) The student is appropriately advised or counseled before registering for classes,
 - b) The student enrolls in classes that are appropriate for his or her placement level,
 - c) The student takes prerequisite classes before taking more advanced classes.

Goal Two - To improve the campus culture to embrace diversity and the arts, foster scholarly attainment; and promote mature, society-conscious behaviors among all the parts of the university family.

Objectives:

1. Establishment of a "scholartorium" where students, faculty, and staff engage in scholarly activities in an informal setting. This structure is designed to enhance student performance, using the center approach.
2. Design and create a "Bulldog Den" as a center for dialog, communication, sharing, good fellowship, and scholarly exchange within the scholartorium.
3. Establish an Eminent Teaching Roundtable to foster an environment where innovations in teaching are recognized and rewarded.
4. Develop and construct an actual and virtual "events kiosk" as a means of enhancing communication on campus.
5. Enhancing perceived friendliness and helpfulness of student services, financial services, research and development, and academic affairs staff via customer service workshops.
6. Fostering a campus "ethos" which promotes student learning by creating a safe environment with respect to security and management of pedestrian and vehicular traffic, and furthermore, fosters and ethical sense of campus ownership by students that does not tolerate violence, theft, and abuse of the facilities.

**STATE PLAN FOR ALABAMA HIGHER EDUCATION
2003-04 To 2008-09**

TRUSTEE REPORT

**BY THE
ALABAMA STATE BOARD OF EDUCATION**

APRIL 28, 2005

ALABAMA'S PUBLIC TWO-YEAR COLLEGES

MISSION STATEMENT

The Alabama College System, consisting of public two-year community and technical colleges and an upper division college, seeks to provide accessible quality educational opportunities, promote economic growth, and enhance the quality of life for the people of Alabama.

MEMBERS OF THE ALABAMA STATE BOARD OF EDUCATION

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Mrs. Sandra Ray, District 7, Presiding Officer
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GOAL 1 – ACCESS

Access to postsecondary education and training is an essential element of the mission of Alabama's public two-year colleges as adopted by the Alabama State Board of Education (the Board). Greater access to educational opportunities is one of the Board's major goals. The Board has maintained the availability of postsecondary educational opportunities through its 21 community colleges, its 5 technical colleges, and its one senior college, down from 43 colleges in 1985, in addition to a variety of special training vehicles which offer both credit and non-credit formats. As a result of the Board's stewardship, Alabama ranks eighth among sixteen southern states in population per two-year college. However, access initiatives focus not only on availability of postsecondary education, but also on affordability of postsecondary education and user friendly services and scheduling.

Public two-year colleges, at the direction of the Board, have improved access by enhancing student support services such as assessment, placement, counseling and advising, retention, and remediation. Particular emphasis is placed on student financial assistance. As a result, 60 percent of public two-year college students in Alabama receive financial aid assistance. The Board has placed similar special emphasis on assisting Alabama's growing Hispanic population, with a consequent 35 percent increase in the enrollment of Hispanic students over the last five years. To further enhance access, electronic learning centers have been established at all two-year college campuses for distance delivery of postsecondary education and training. Similarly, creation of statewide common calendar parameters, a common course numbering system, common course titles for lower division college-level courses, and common course competencies for career technical courses enhance access to postsecondary education for Alabama's citizens. In addition, the use of more flexible, non-traditional scheduling has resulted in increased access to courses and training opportunities for working adults, those with family responsibilities, those lacking traditional support and those lacking transportation. The Board is mindful of the fact that Alabamians travel an average of 42 miles to attend a two-year college, compared to a national average of 25 miles.

Presently, 52 percent of all college freshmen in Alabama attend two-year colleges. With an average age of 29, 97.1 percent of two-year college students are from Alabama. Last year, through its credit, non-credit special training vehicles, Alabama's two-year college system served over 284,000 people. Nearly 133,000 were served through credit programs, and an additional 51,000 through non-credit programs offered by the colleges. The Board is aware that the avenues of access provided by the two-year college system's special training vehicles are critical to Alabamians and to the economic health of the state. The Alabama two-year college system's Focused Industry Training Program and its LIFE Tech Program provided training for over 2,000 individuals. The Adult Education/GED Program, now a part of the Alabama two-year college system and its workforce development effort, served nearly 33,000 Alabamians. The two-year college system's Skills Training Centers provided training to nearly 20,000. The Alabama Fire College, part of the two-year college system, provided training for over 16,000 Alabamians. The Alabama Industrial Development Training Institute and the Alabama Technology Network provided training for nearly 30,000 Alabama citizens.

GOAL 2 – COOPERATION

The Board understands that the mission it has established for the state's two-year college system cannot be attained without the leveraging of resources through cooperation. Consequently, the Board actively leads the effort to foster cooperation among the components of its own two-year college system, between the two-year college system and high schools, between the two-year college system and four-year colleges and universities, and between the two-year college system and the business community.

A system of inter-institutional agreements has been implemented to allow the two-year colleges cooperatively to offer any service or special program available in the system at any location in the state if

it is needed to serve citizens or businesses and industries. The creation of BuildMobile is an excellent example of this effort. The growing shipbuilding industry in the Mobile area suffered a critical shortage of specialized welders who could function at appropriate levels of training. This shortage threatened the economy of the region. The expertise of Enterprise-Ozark Community College, Bishop State Community College, Southern Union State Community College, the Alabama Industrial Development Training Institute, and the Alabama Adult Education Program were combined in one location in Mobile as BuildMobile to offer an intensive eight-week training program to the residents of the region which would prepare them for high-wage jobs, and address the shortage of skilled workers experienced by the industry. Hundreds of area residents have been trained and employed, and the business partners are now discussing other critical labor shortages.

The cooperation of J. F. Ingram State Technical College, the Alabama Adult Education Program, and the Alabama Board of Pardons and Paroles has resulted in the creation of LIFE Tech. LIFE Tech is a model program designed specifically as a residential program for female parolees to receive job readiness assessment, pre-employment skills training, short-term intensive career technical training, workplace skills and competencies certification, and adult education and GED attainment. Specifically designed to bring life skills, education and job training to bear at the moment of transition from incarceration to the free world, the program has successfully served more than 300 female parolees since April 2004, helping many find jobs and continue training and education.

Thirteen Alabama two-year colleges have partnered with the Economic Development Partnership of Alabama to form a microelectronics consortium which focuses on preparing the workplace for employment in the microelectronics and semiconductor industries. Through the development of curriculum, specialized professional development for faculty, and external funding to enhance the effort, this consortium has helped ensure that all electronics programs in the two-year college system meet or exceed the requirements of the microelectronics industry.

The Board has fostered cooperation with high schools by establishing policies encouraging enrollment of accelerated high school students in baccalaureate degree creditable classes within Alabama's two-year college system. Last year 1,288 accelerated high school students benefited from this cooperative effort. Similarly, a comprehensive dual enrollment program has been implemented in the two-year college system, allowing high school students to be concurrently enrolled in high school and baccalaureate degree creditable courses. Last year 6,583 high school students benefited from this cooperative effort. The Board is currently considering a special initiative which would extend the early college enrollment concept to high school career technical students seeking to enter college-level career technical courses.

The Board has fostered cooperation between high schools and the two-year college system's Adult Education Program. This cooperative program, the Alabama Alternative High School Diploma Program, permits high school students who fail the Alabama High School Graduation Examination to pursue the GED through the two-year college system's Adult Education Program as an alternative. If they complete the GED while still enrolled in high school, they are issued a high school diploma, otherwise they receive the GED.

The Board's commitment to two- and four-year college cooperation is perhaps best symbolized by the ongoing effort to support and utilize the articulation agreement between two- and four-year colleges to ensure the seamless transfer of community college credit hours toward achievement of the bachelor's degree. The STARS guide which creates the transfer contracts for community college students is an excellent tool, and a symbol for the cooperation between two- and four-year colleges. More than 250,000 community college students have received STARS guides, guaranteeing successful transfer.

Another excellent example of two- and four-year college cooperation is the Alabama Community College Leadership Academy. The Academy is a cooperative effort between The University of Alabama and

Alabama's two-year college system. It is a certificate program for dynamic community college leadership designed to prepare future Alabama community college leaders, and to promote active partnership within postsecondary education. Nearly 120 community college leaders have completed the Academy over the last five years. The Board is also pleased by the two- and four-year college partnership between The University of Alabama and eight two-year colleges which provides a convenient path by which registered nurses can pursue a bachelor's degree. This partnership utilized on-line learning and meets an important need in nursing education.

Two- and four-year college cooperation is an important element of one of the newest training vehicles to fall under the two-year college umbrella, the Alabama Technology Network (ATN). ATN has 10 centers, most located on two-year college campuses, delivering technical assistance to businesses and incumbent worker training to employees. Recently, ATN contracted with the University of Alabama, Auburn University, and the University of Alabama at Huntsville for the provision of highly technical training and technology transfer. This cooperative effort enables Alabama's existing industry to be globally competitive.

GOAL 3 – QUALITY

At the Board's direction, all community colleges within Alabama's two-year college system are fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All technical colleges within the two-year college system are accredited by the Commission on Colleges of the Southern Association of Colleges and Schools or by the National Council on Occupational Education, a national accrediting body fully recognized by the U.S. Department of Education as an accrediting agency.

In addition to these institutional indicators of quality, 42 separate institutional programs offered within the two-year college system are licensed or certified by professional or governmental entities, in order to ensure their continued quality. A new curriculum development project underway in the two-year college system will standardize the curricula and the competencies of all academic, health and career technical programs in Alabama's two-year colleges, to ensure quality, support the articulation agreement, and meet industry standards. The nursing program led the way. A standardized nursing curriculum was completed in the summer, and was piloted by six colleges in the fall. This is a most appropriate point to begin this effort since Alabama's two-year colleges produced 98 percent of all new practical nurses and 55 percent of new registered nurses in Alabama in the last three years. Two-year college nursing students perform at or above the level of native four-year college nursing students on the NCLEX. Ninety-one percent of two-year college students pass compared to a state average of 85.5 percent and a national average of 84.97 percent. Beville State Community College this year passed at a rate of 97.1 percent.

Under the Board's stewardship, the quality of education at Alabama's community colleges produces competitive, measurable student outcomes. For example, community college transfer students passed the Teacher Basic Skills Test at the same rate as those who started their degrees in four-year institutions, students who completed career technical course work passed licensure and certification tests at a rate of 89 percent, and 70 percent were immediately placed in employment. Calhoun Community College's surgical technician program received national recognition for its 100 percent pass rate on the national certification examination.

A new evaluation and management plan for the two-year colleges - Quality Performance and Accountability (QPA) - was developed this year. Colleges will be measured by nine key indicators of educational quality based on outcomes of graduates who transfer to four-year colleges, graduates' job placement, success of student advisement and developmental courses, and financial accountability. The QPA system will allow rapid identification of, and response to shortcomings, as well as rapid

identification of best practices which can be shared across the two-year college system. QPA will be piloted in 2005, and will focus every two-year college on continual improvement.

All faculty in the two-year college system must meet the standard of excellence in credentialing established by the Board. Faculty teaching baccalaureate creditable courses must have at least a master's degree and 18 graduate hours in the teaching field. Faculty teaching in occupational fields for which college degrees are not available must have at least an associate's degree, specialized coursework equivalent to the career technical program in question, and three years of successful full-time experience as a practitioner in the occupational field. Each year, the Board mandates a three-day program of intensive professional development for two-year college faculty, with specific subject matter tracks. Over 1,200 employees attended last year. A professional development consortium has been formed as a model for the delivery of high quality professional development, combining the resources of Wallace State Community College – Hanceville, Calhoun Community College, and Gadsden State Community College, and this year the consortium provided professional development to 1,100 two-year college employees.

Alabama Southern Community College is this year's recipient of the coveted Bellwether Award for excellence in its teaching and learning initiatives. Presented by the American Association of Community Colleges, the Bellwether Award is the most prestigious award recognizing instructional excellence in community colleges. In addition, 19 institutions in the two-year college system are active participants in the League for Innovation in the Community College, and 14 are members of the prestigious National Institute for Staff and Organizational Development. The strong emphasis on student excellence in Alabama's two-year colleges is reflected in the nearly 2,500 Alabama two-year college students who have been inducted into Phi Theta Kappa, the international two-year college academic honor society.

GOAL 4 – RESOURCES

The Board seeks to collaborate with citizens and constituent groups to improve state funding for postsecondary education. To that end, the Chancellor has led the effort to communicate the needs of Alabama's two-year colleges through hundreds of appearances across the state over the last year. Specific and targeted communication to the administrative and legislative branches of government is an integral part of the effort to inform decision makers about the financial and economic impact of diminished resources, and the critical need for additional resources. Formal presentations as well as individual meetings have served to further position the two-year college system for the 2006 budget cycle. The Chancellor and key staff participated fully in the Council of Presidents Unified Budget Recommendation process and played a key role in recommending and endorsing the UBR.

The Board believes that increased efficiencies and maximization of resources are vital to the improved financial operations of the two-year colleges. Among the many achievements in this area, a few are highlighted here. Outstanding audit performance as documented by the state examiners assures the public that two-year colleges are good stewards of public funds. Internal directives to presidents regarding budget preparation and contingency balances have served to strengthen the financial position of two-year colleges resulting in excellent bond ratings and enhanced external financial opportunities. Hands-on technical assistance to college business offices and attention to qualified staffing have improved performance. Direction and increased oversight in facilities planning have resulted in quality instructional facilities for Alabama's citizens.

The Board views collaborative efforts to share resources as essential. Joint use facilities, partnering education and workforce training, have been renovated and designed all over the state bringing service entities under one roof to increase efficiency and effectiveness. The financial impact is paramount in such decisions, and rent and administrative overhead are not assessed to partners. Collaboration also occurs in the financial and resource arena through joint professional development provided by the chief financial officers association of the two- and four-year institutions sharing best practices and financial issues.

GOAL 5 – WORKFORCE DEVELOPMENT

Because 80 percent of new jobs available in the next few years will require postsecondary education, because occupations requiring some level of postsecondary education below the baccalaureate level will grow by 50 percent over the next five years, and because some level of postsecondary education is necessary to secure employment which pays a living wage, the Board has made workforce development a special priority for Alabama's two-year colleges. Nearly 43,000 Alabamians in over 2,400 Alabama businesses were served last year through customized training for business and industry offered by the two-year college system, with a 97 percent satisfaction rating. Over 40,000 received retraining assistance last year through the two-year colleges as a result of the Board's special program for that purpose.

Alabama Southern Community College has been designated by the National Science Foundation as a National Center for Pulp and Paper Technology Training, one of only three in the nation. The college, teaming with CIBA Specialty Chemicals and ten forest industry corporations, has formed an alliance for technical training in the pulp and paper industry. Industry partners have provided 50 scholarships as well as internships to help maintain the program. Students completing the pulp and paper technology training program qualify for jobs with a starting salary of over \$30,000 a year.

A new partnership has been formed between Manufacture Alabama, the trade association representing manufacturers across the state, and Alabama's two-year colleges. This partnership has launched a new training initiative to meet the workforce needs of manufacturers. The Center for Manufacturing Innovation offers the latest technical training in manufacturing technology through a short-term, modularized, competency-based format. The Center leverages the technical resources of specific two-year colleges; intensified basic instruction, pre-employment skills training and assessment offered through the Alabama Adult Education Program; and the resources of the Alabama Technology Network to meet the specific needs of Alabama's manufacturers.

The two-year college system also offers Alabama's Focused Industry Training Program (FIT). This program is a career pathway for adults with limited education and employment experience. It provides training required for entry-level jobs through a full-time, intensive ten-week small group process which combines instruction in pre-employment skills and manufacturing technology. The program culminates in a comprehensive examination, the passage of which results in the Alabama Certified Worker credential. The program, offered at 36 sites, has served nearly 1,500 Alabamians, 88 percent of whom passed the Alabama Certified Worker examination. Half of those completing the program have found jobs immediately after receiving certification, and another 30 percent have gone directly into higher-education level job training.

The Alabama Industrial Development Training Institute (AIDT), a part of Alabama's two-year college system, was rated the best workforce recruitment and training program in the nation by Expansion Management magazine this year. AIDT trained 14,391 individuals this year through 109 projects in 41 Alabama counties. AIDT services are provided at no cost to trainees. Since its inception, more than 200,000 Alabama workers have been trained by AIDT.

The two-year college system also operates three regional skills training consortia in north, central, and south Alabama, called collectively the Skills Training Centers. These consortia bring together all the resources of all the two-year colleges in the region to share in the provision of non-college specific short-term, non-credit skills training within the regions as a whole. These Skills Training Centers provided workforce training to nearly 20,000 residents last year. In addition, the Skills Training Centers provide the staff for Alabama's one-stop Career Links, with 29 comprehensive one-stop centers, 25 satellite one-stop centers, and 3 community college one-stop centers across the state.

ALABAMA STATE UNIVERSITY

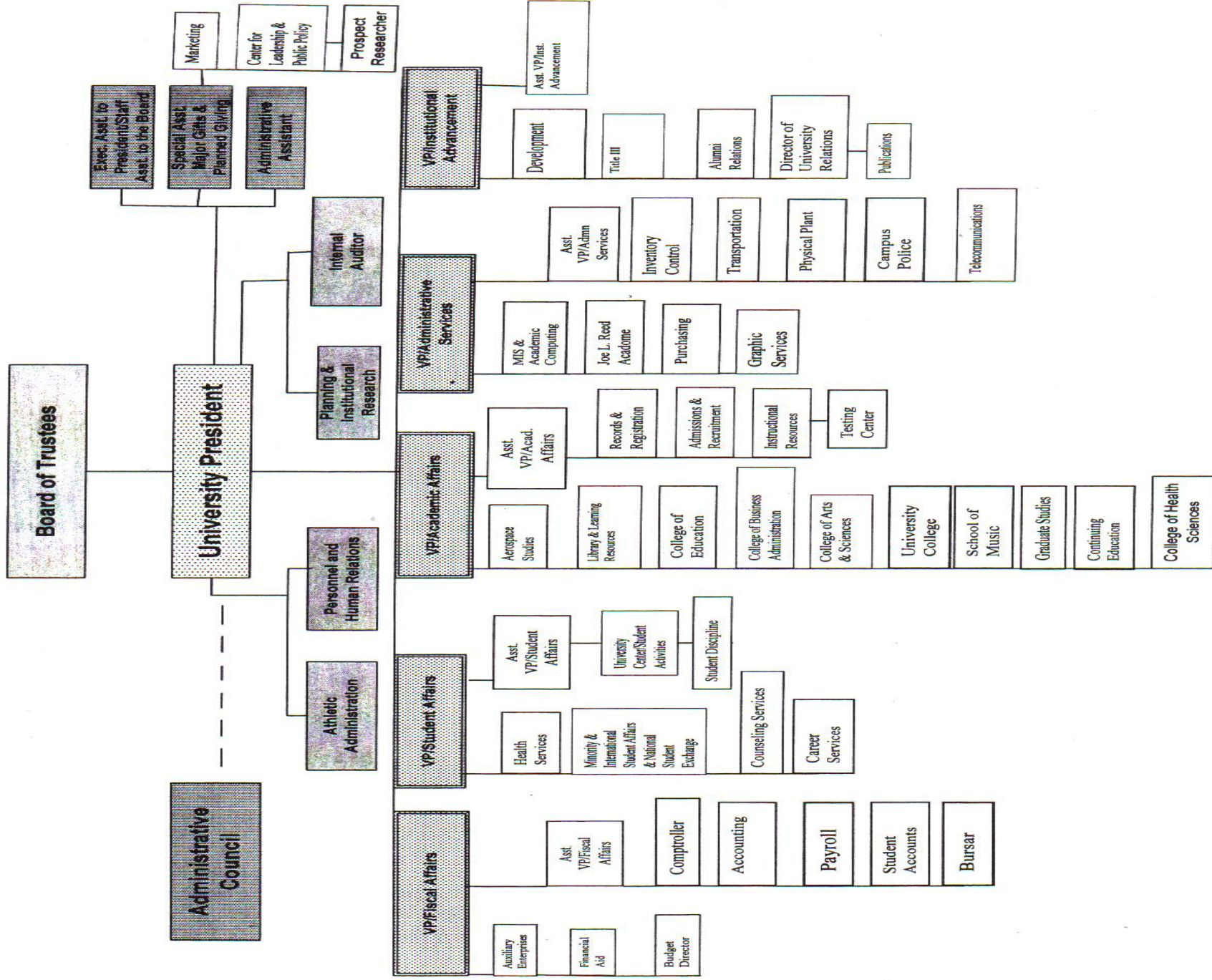


MISSION STATEMENT

Alabama State University is a regional, comprehensive, historically black, state-supported university. In carrying out its mission, the University serves the City of Montgomery, the state, the nation, and the global community. Its major commitments are quality programs of undergraduate and graduate instruction, residential life, continuing education, public service, and research provided at the most reasonable cost to individual students and taxpayers.

The University will continue to strengthen its academic programs in education, business, and the liberal arts while giving even greater emphasis to the science programs at the graduate and undergraduate levels. The science emphasis is in recognition of the gross underrepresentation of minority professionals in this broad and important field throughout the nation. The University will also expand its public service programs through strengthening programs of service to local and state political leaders and providing them with research-based guidance on policy and program approaches and initiatives for addressing community problems.

The University aims to develop and pursue these programs in a manner to ensure that eligible students who desire to develop and expand their scholastic skills for personal, occupational, or professional growth will have the opportunity to do so, regardless of socioeconomic status. Respect for the intellectual potential and dignity of students as individual human beings, without regard to age sex, race, color, cultural background, national origin, or disability, shall be paramount.



The Board of Trustees at Alabama State University (ASU) consists of twelve members appointed by the governor of the State of Alabama and with the advice and consent of the senate. Two of the members of the board are from the congressional district in which the institution is located, one member from each of the other congressional districts in the state, four members from the state at large, and the governor. The President of the University serves as secretary to the board.

During 2004, the board met on Founder's Day, February 6th, May 7th, September 27th, and November 29th. Standing committees of the board usually meet prior to board meetings to deliberate on issues concerning the overall operation of the university. The committees are: Finance Committee, Academic Affairs Committee, Student Affairs Committee, and the Executive Committee. Recommendations originating from the committees and requiring board actions are presented to the board for approval. Faculty, staff, students, and citizens have opportunities to interact with the board during the meetings.

A board retreat was held on July 11-14th at Point Clear, Alabama, which included administrators, faculty, staff, students, and consultants to address issues related to academic programs, retention, service learning, campus security, fund raising, institutional policies, and accreditation. Some recommendations presented at the retreat became action items at board meetings during the year. One example is the approval by the Board of Trustees to prepare for SACS accreditation of the Zelia Stevens Early Childhood Center, located on ASU's campus. This board action aligns with goals in ASU's Strategic Plan and the State's Plan related to Goal 3 – Quality.

Presented in this report is information that shows how the Board of Trustees supports and implements the University's Strategic Plan, and shows alignment with the State's Plan for Higher Education.

STATE PLAN FOR HIGHER EDUCATION	ASU'S STRATEGIC PLAN	UNIVERSITY ACTIONS
<p>Goal 1- ACCESS – Elevate the educational attainment levels of all citizens.</p> <ol style="list-style-type: none"> 1. Work with all sectors of education in Alabama to ensure that students receive a sound educational foundation so they can progress through the educational system successfully. 2. Increase the number of high school students enrolled in dual and accelerated enrollment courses. 3. Increase higher education access to all areas in Alabama through distance learning, focusing particularly on underserved areas. 4. Strengthen the articulation process and the transferability of educational achievements. 	<p>Goal I – Ensure the academic integrity of the university. Increase the total enrollment to a head count of 6,000 students by Fall 2004.</p> <p>Expand non-degree, continuing education programs in keeping the interest expressed by potential enrollees throughout the community.</p> <p>Ensure a teaching-learning process that reflects new realities of accessing assimilating information and varied learning styles of students.</p> <p>Establish several “electronic classrooms” to replace “traditional” blackboard courses; and put in place other technologies to support the commitment to a new teaching and learning environment, including independent study, correspondence programs testing-out options, and distance learning.</p>	<p>The Board of Trustees receives updates on enrollment from the Office of the Vice President for Academic Affairs.</p> <p>Enrollment reached 6,000 in 2002. In 2004, enrollment was less than 6,000.</p> <p>The university has expanded its outreach efforts by providing continuing education opportunities on campus, in the community, and at its off-campus sites.</p> <p>The Board of Trustees Committee on Academic Affairs demonstrated participation and support by attending a spring retreat for faculty development.</p> <p>The institution has increased its number of on-line courses to expand opportunities for access to educational programs.</p> <p>ASU formed a collaboration with the Selma School System to provide advance placement courses for high school students.</p>

<p>Goal 2 – COOPERATION – Offer relevant educational programs that address economic, intellectual, and social problems by collaborating with business, government, K-12, and private sector entities.</p> <ol style="list-style-type: none"> 1. Respond to the educational needs of an increasingly diverse population that includes more minorities, immigrants, working adults, and senior citizens. 2. Align with business and industry in Alabama to identify their needs for a trained workforce of prepared citizens who are able to move into jobs and perform them with a high level of success. 3. Increase the number of well-prepared teachers and develop incentives to meet the demands of critical subject mastery shortages, particularly in undeserved areas of the state. 4. Develop partnerships among K-12, higher education, business, and government to address the issues of accessibility, affordability, and educational attainment of Alabama citizens' innovative ways. 	<p>Goal IV – Enhance the public's perception of the university and, thus, increase its external support.</p> <p>Expand and promote the university's instruction, public service, and cultural services to permit the institution to more effectively serve its constituents' needs.</p> <p>Develop the Business and Technology Center (Incubator) into a recognized, viable facility for computer technology, training, distance learning, and delivery of skill-enhancement programs to low-income, welfare-to-work mothers, and to residents of the Black Belt counties.</p>	<p>The Board of Trustees Committee for Academic Affairs approved additional funds to strengthen the Zelia Stephens Early Childhood Center to achieve SACS accreditation. The center provides education experience for children in grades K-3.</p> <p>The Business and Technology Center was moved to the College of Business Administration to increase involvement of students and faculty in economic development projects.</p>
<p>Goal 3 – QUALITY – Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.</p> <ol style="list-style-type: none"> 1. Develop a process of accountability that recognizes the needs of all stakeholders in light of Alabama's finite resources. 2. Provide equipment, information resources, appropriate and adequate facilities, and other support for quality teaching and research to enhance student learning, including increasing the instructional use of technology. 3. Encourage incentives for using assessment results to strengthen programs. 4. Use technology to enhance the delivery of higher education programs. 	<p>Goal I – Ensure the academic integrity of the university.</p> <p>Produce a greater quality outcome in all academic programs, managerial functions, and other support programs.</p> <p>Systematically measure and improve the achievement of students' educational outcomes</p> <p>Systematically conduct evaluations of academic programs and community services through internal and external assessments.</p> <p>Maximize the use of educational technologies, especially computer technology, in achieving excellence in all laboratories and providing the infrastructure to infuse the use of technology throughout the teaching and</p>	<p>The Board supported the use of an external consultant to evaluate academic programs.</p> <p>The Board approved the final proposal for the Ph.D. Program in Microbiology.</p> <p>The Board approved the transition of the Occupational Therapy Program from the Bachelor's Degree to the Masters of Science Degree.</p> <p>BLACKBOARD was installed to enhance course management.</p> <p>Notification was received from the National Council for Accreditation of Teacher Education (NCATE) that the Teacher</p>

5. Encourage incentives for using assessment results to strengthen programs.	<p>learning process.</p> <p>Maintain existing accreditations and strengthen all academic programs.</p> <p>Reaffirm accreditation of and further strengthen the Teacher Education Program.</p>	<p>Education Program was reaccredited.</p> <p>The College of Business Administration identified a mentor to assist with the preparation for the Association of Collegiate Business Schools and Programs (ACBSP) accreditation.</p>
<p>Goal 4 – RESOURCES – Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.</p> <ol style="list-style-type: none"> 1. Communicate and promote the value, strengths, effectiveness, and needs of higher education to the general public. 2. Communicate and promote the value, strengths, effectiveness, and needs of higher education to the legislative and executive branches of Alabama’s state government. 3. Increase efficiency through the allocation, reallocation, and utilization of resources to maximize the state’s investment in higher education. 4. Facilitate collaboration among K-12, higher education, business, and government to improve efficiencies and expand opportunities. 	<p>Goal II – Implement fully the provisions of Knight v. State of Alabama. Develop and promote an effective program of institutional advancement.</p> <p>Goal III – Ensure the fiscal integrity of the university. Develop and promote an effective program of institutional advancement.</p> <p>Goal IV – Enhance the public’s perception of the university and, thus, increase its external support. Expand external and internal funding for programs of research.</p>	<p>Funds were approved to increase campus security.</p> <p>The Board approved an increase in the operating budget for the Allied Health Program.</p> <p>Several new grants were received to enhance the Biological Science Program. Renovations were completed to create a microbiology lab that is more conducive to teaching and experimentation.</p>
<p>Goal 5 – WORKFORCE DEVELOPMENT – Enhance economic prosperity by involving all segments of public education in Alabama’s economic future.</p>	<p>Goal I Expand non-degree, continuing education programs in keeping with the interest expressed by potential enrollees throughout the community.</p>	<p>Continuing Education courses are provided for the Alabama Department of Transportation and other professional and governmental agencies, which improves the skills of the workforce.</p>

		<p>During 2004, the Board of Trustees received proposals from businesses and interest groups to form partnerships to promote economic growth and development for the State of Alabama.</p>
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Report to the Alabama Commission on Higher Education

**Auburn University
Board of Trustees**

May 1, 2005

Auburn University's Mission Statement

Auburn University's mission is defined by its land-grant traditions of service and access. The University will serve the citizens of the State through its instructional, research and outreach programs and prepare Alabamians to respond successfully to the challenges of a global economy. The University will provide traditional and non-traditional students broad access to the institution's educational resources. In the delivery of educational programs on campus and beyond, the University will draw heavily upon the new instructional and outreach technologies available in the emerging information age.

As a comprehensive university, Auburn University is committed to offering high-quality undergraduate, graduate, and professional education to its students. The University will give highest priority for resource allocation for the future development of those areas that represent the traditional strengths, quality, reputation, and uniqueness of the institution and that continue to effectively respond to the needs of students and other constituents. Consistent with this commitment, the University will emphasize a broad and superior undergraduate education that imparts the knowledge, skills, and values so essential to educated and responsible citizens. At the same time, the University will provide high-quality graduate and professional programs in areas of need and importance to the state and beyond. To accomplish these educational goals, Auburn University will continue to compete nationally to attract a faculty distinguished by its commitment to teaching and by its achievements in research, both pure and applied. The University will strive to attract a faculty that will bring distinction and stature to the undergraduate, graduate, and professional programs offered by the University.

Because research is essential to the mission of a land-grant university, Auburn University will continue development of its research programs. The primary focus of this research will be directed to the solution of problems and the development of knowledge and technology important to the state and nation and to the quality of life of Alabama citizens. The University's research programs will make important contributions to instructional programs through the involvement of graduate and undergraduate students and the renewal of the faculty. Research will also provide the knowledge base for outreach programs. In carrying out its research mission, the University will emphasize established areas of strength and will focus available resources in those areas of research and doctoral study that are, or have the potential to develop into nationally and internationally recognized centers of excellence.

Extension and outreach programs are fundamental to the land-grant mission because these programs directly affect the lives of all citizens in the state. The University will maintain the strengths of its traditional outreach programs and will increasingly involve the broader University in outreach programs that respond to the changing needs of the society in which we live. The University will continue to seek new and innovative ways to reach out to the people it serves.

Auburn University - Introduction

Auburn University is a constitutionally created institution, governed by an independent board of trustees. As a premier comprehensive research university with a land grant mission, Auburn is uniquely positioned to provide the people of Alabama with educational programs, research activities and outreach services that enrich the quality of life for all of the state's citizens. As stated in the University's vision statement, Auburn "will be widely recognized for the quality of its undergraduate educational programs, the effectiveness of its research and outreach programs, and the broad access to the University provided through the innovative use of information technology. The University will insure the quality of its programs through the careful focusing of its resources in areas of institutional strengths."

The themes of access, partnerships, quality, stewardship and workforce and economic development articulated in the goals of the State Plan for Alabama Higher Education coincide with the specific criteria Auburn currently uses to measure its success. Auburn is committed to ensuring that all areas of the University - academic and administrative - remain accountable and productive. The University's strategic planning process, which is currently being revised to further stress assessment and evaluation, provides Auburn with the necessary tools to promote accountability across the institution.

Auburn University has many programs and services now underway and inherent in its future plans that exemplify its commitment to the goals set forth by the Commission. Those that follow are but a brief sampling of the University's commitment to the education of the people of Alabama.

Goal 1 – Access – Elevate the educational attainment levels of all citizens.

- Increased access to higher education for the citizens of Alabama is a priority for Auburn. The University's approach to providing better access to the people of the state spans a number of administrative and academic areas. Through programs in outreach, distance education, and extension services, Auburn provides access to thousands of Alabamians who receive up-to-date instruction and the latest information in their local communities. For example, 22 degree and certificate programs are currently available through Auburn's distance education curriculum.
- Auburn University also works closely with K-12 throughout the state to increase the level of preparation of teachers and the academic performance of students. Two examples of the University's efforts are the West Alabama Learning Coalition, and the TEAM-Math Initiative in East Alabama. The West Alabama Learning Coalition aims to improve educational achievement of students in the Black Belt by working directly with Black Belt County and City Schools. Team-Math is an initiative funded by a \$9 million NSF grant to improve math performance in East Alabama Schools. Led by a team of Auburn University professors, in collaboration with professors from Tuskegee University, this initiative is fundamentally transforming the way mathematics is taught in early grades in schools in Macon, Lee, Russell, Chambers and Barbour Counties.
- The Alabama Cooperative Extension System (ACES), jointly administered by Auburn University and Alabama A+M University, brings hundreds of services annually to tens of thousands of Alabamians. ACES provides the people of the state with programs in agriculture, forestry and natural resources, food and nutrition,

workforce preparation, 4H and youth development and community and economic development.

- Auburn also serves the more “traditional” college-age student and makes available scholarships, academic support programs, and student life programming that encourages success and enhances undergraduate student retention. For example, Auburn offers the Presidential Scholarship which provides 100 students \$5,000 per year for up to four years. Students from 19 academic priority schools receive 30 of the awards each year, with the remainder awarded to students from Auburn's top feeder schools in Alabama.

Goal 2 – Cooperation – Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

- Auburn University’s Research Park is a public-private partnership between three public entities: the University, the City of Auburn and the State of Alabama. The Research Park will provide opportunity for higher education and applied research initiatives to work cooperatively in fostering economic development. Other efforts in the area of research include numerous contracts with Alabama businesses focused on research, training, and workforce development.
- The goals for the Auburn University capital campaign specifically include funding for undergraduate and graduate students in Education as well as undergraduate students in Nursing. By dedicating specific dollars to these endeavors, Auburn helps to increase the number of well-prepared teachers and health care professionals.
- Auburn University is leading a region-wide effort, in partnership with the cities of Montgomery, Shorter, Tallassee, Shorter, Tuskegee, Auburn, Opelika, Valley and Lanett, to create an economic development vision for East Alabama. Called the I-85 Alliance, this unique partnership between municipalities, the private sector, two-year colleges and chambers of commerce, is committed to innovation, prosperity, collaboration and competitiveness along Interstate 85 in Alabama. Auburn University and Southern Union have worked together to put in place specialized degree and training programs to serve the cluster of automotive manufacturing industries now located in this region of the state.

Goal 3 – Quality – Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

- Auburn University has adopted a comprehensive strategy of assessment and program improvement for each of its academic programs, educational support units, and administrative functions. Through goal-setting, data collection, and response, each unit is expected to make and document continuous improvements in its effectiveness. In 2004, the University won a commendation from its SACS visiting team for its assessment activities.
- Also in 2004, Auburn University opened the Biggio Center for the Enhancement of Teaching and Learning, an endowed unit whose mission is to strengthen the quality of instruction at the University.
- Auburn’s Office of Research runs an undergraduate research program offering 20 semester-long fellowships and two-year-long fellowships. This enhances the didactic

experience in the classroom in a way that students focus on solving real world problems under the supervision of a faculty member in their area of specialization. The Office of Research also runs a successful faculty mentoring program where a junior faculty member just beginning his/her academic career is paired with a senior, successful faculty member in a year-long experience. As part of its commitment to quality, the office also funds start up packages for recruiting high-quality, well-established faculty to Auburn.

- The current fund raising campaign for Auburn University includes goals of more than \$100M for endowed chairs and professorships as well as travel grants and initiative grants for both young and outstanding faculty. In addition, almost \$120M is targeted for new construction and renovation of academic and athletic facilities. Within that amount, \$33M is the goal set for academic equipment and instrumentation. Finally, approximately \$11M has been targeted in support of various research initiatives and faculty exchange programs.

Goal 4 – Resources – Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

- The Office of Development, through the addition of significant private funding in areas of highest priority for both the university and the state, increases the efficiency and utilization of resources to maximize the state's investment in higher education.
- Auburn University, in conjunction with the University of Alabama System and other partners in higher education, is helping to provide leadership efforts in establishing and maintaining a clear and ambitious legislative agenda for the funding of higher education in Montgomery.
- Auburn University has embarked on an aggressive initiative to identify and obtain more funds for sponsored research programs. During the last fiscal year, Auburn University researchers and faculty members brought more than \$70 million into the state for research projects from a variety of federal government and corporate sources. The economic impact to the state exceeds \$300 million.

Goal 5 – Workforce Development – Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

- The Auburn University Research Park is dedicated to the principle of the university and industry working in tandem. The park will have start-up business coming out of Auburn's laboratories, as well as providing space for Alabama companies that desire to establish another location adjacent to the resources of the university. Efforts are also underway to recruit industry from out of state.
- Auburn has increasingly focused its research strategy on providing creative leadership for its corporate and government sponsors in analyzing and solving production and policy issues. This involvement with industry leads to stronger companies and a more stable workforce.

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Jacksonville State University
Alabama Commission on Higher Education
Trustees Report

April 18, 2005



BOARD OF TRUSTEES

The Honorable Bob Riley
Governor of Alabama, President, *Ex officio*

NAME	ADDRESS	CONGRESSIONAL DISTRICT	TERM EXPIRES
Jamie "Red" Etheredge	Gulf Shores	First	2011
G. "Mack" Roberts	Montgomery	Second	2011
Bobby N. Kennamer	Anniston	Third	2003
William Ronald Smith	Oxford	Third	2015
Jim Folsom, Jr.	Cullman	Fourth	2011
Robert E. "Bud" Cramer	Huntsville	Fifth	2016
James R. Bennett	Homewood	Sixth	2007
Gladys Carlisle	Tuscaloosa	Seventh	2007
Randy Owen	Fort Payne	At-large	2012

Dr. Joseph Morton, State Superintendent of Education, *Ex officio*

MISSION STATEMENT

Jacksonville State University is a public, comprehensive teaching institution that provides educational, cultural, and social experiences for a diverse undergraduate and graduate student population. As a student-centered university, Jacksonville State University strives to balance academic challenges with a range of support services for students' academic, career, and personal goals. As an academic institution, Jacksonville State University seeks to produce broadly educated graduates with skills for employment, citizenship, and life-long learning. As a comprehensive university, Jacksonville State University supports scholarly and service activities consistent with its academic and professional strengths.

STRATEGIES TO ACHIEVE STATEWIDE GOALS

Statewide Goal 1 Access

Elevate the educational attainment levels of all citizens.

1. Work with all sectors of education in Alabama to ensure that students receive a sound educational foundation so as to progress through the educational system successfully.

- Provide feedback to High Schools and Community Colleges on student success.
- Sponsor on-campus programs for High School students.

2. Increase the number of high school accelerated enrollment courses.

- Expand dual enrollment sites and offerings.

3. Increase higher education access to all areas of Alabama through distance learning, focusing particularly on underserved areas.

- Expand web-based offerings and distance education sites and offerings.
- Make all General Education courses available online.
- Increase use of, and enhance, Blackboard system.
- Increase number of programs that can be completed entirely online.

4. Increase the number and amount of state scholarships and grants provided to students attending colleges and universities, especially students from low income families.

- Increase scholarship funds from the Capital Campaign other external resources.
- Publish brochure reporting availability of institutional scholarships.
- Provide equitable opportunities for all student athletes without regard to race or gender.

5. *Strengthen the articulation process and the transferability of educational achievements.*

- Promote AGSC/STARS and articulation on website informing prospective students.
- Strengthen relations with community colleges.
- Review and revise all General Studies syllabi to facilitate articulation.
- Periodically update web pages to reflect articulation.

6. *Offer effective adult education, GED, and literacy programs to allow citizens the opportunity to access progressively higher levels of education and training.*

- Increase evening and weekend course offerings.
- Offer continuing education courses in a variety of subjects.
- Provide space for GED preparatory courses to be delivered on campus.

7. *Improve the recruitment, retention, and persistence to graduation for all levels of education.*

- Refine assessment to determine why students leave.
- Develop early intervention programs for those assessed to be at-risk for leaving.
- Provide on-site student service visits at community colleges to improve recruitment.
- Continue to strive to recruit student athletes who exceed NCAA minimum requirements.
- Provide tutoring at all levels.

8. *Increase the percentage of citizens who complete associate's and bachelor's degrees.*

- Maintain financial-aid accessibility for qualified students.
- Maintain tuition rates at or below state median.
- Enhance student support services e.g. counseling, mentoring, abuse programs, tutoring, etc.
- Provide flexible course scheduling and delivery.
- Maintain student athletes' progress, retention and graduation rates that exceed NCAA requirements.

Statewide Goal 2 **Cooperation**

Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

1. *Respond to the educational needs of an increasingly diverse population that includes more minorities, immigrants, working adults, and senior citizens.*

- Develop and maintain critical sections of the website in the Spanish language.
- Expand Continuing Education offerings.
- Develop the English Language Institute to provide ESL assistance to foreign students.
- Continue International House program that pairs foreign students with American students in a residential environment.
- Increase evening and weekend course offerings.

2. *Align with business and industry in Alabama to identify their needs for a trained workforce of prepared citizens who are able to move into jobs and perform them with a high level of success.*

- Expand Technology programs to support Alabama's automotive industry.
- Provide leadership in the Calhoun and Etowah County Chambers of Commerce.
- Encourage and mentor local businesses through the Small Business Development Center.
- Sponsor career fairs and employment counseling/interviewing workshops.

3. *Increase the number of well-prepared teachers and develop incentives to meet the demands of critical subject mastery shortages particularly in underserved areas of the state.*

- Continue graduating the most teachers of any Alabama institution.
- Provide teachers resource center accessible to current teachers.
- Ensure Education programs, as measured by the PEPE evaluation, pass with an A.
- Ensure teacher education graduates are highly qualified in terms of subject mastery.
- Offer additional courses to assist teachers meet highly qualified standards.

- Provide information about and design programs to meet current demand areas in K-12 education.

4. Strengthen health care training programs and develop incentives to meet the shortage of health care workers in Alabama.

- Develop an online Master of Science in Nursing (MSN) program.
- Address salary disparity between nursing faculty and practitioners to recruit and maintain quality faculty.
- Sponsor an annual conference for health care workers through continuing education and Nursing.

5. Provide support for the many activities that enhance the quality of life for Alabama citizens such as health and safety, recreation and the arts, and opportunities for lifelong learning.

- Continuing Education offers a variety of programs for citizens of Alabama.
- Establish a wireless network for the public to use in the University Library.
- Provide Music, Art, and Drama exhibitions/performances that are open to the public.
- Provide environmental awareness and community programs through the Environmental Policy and Information Center and the Little River Canyon Field School.
- Offer an Adult Exercise and Wellness program for senior citizens.

6. Develop partnerships among K-12, higher education, business, and government to address the issues of accessibility, affordability, and educational attainment of Alabama's citizens in innovative ways.

- Share facilities (Gadsden Ford Center and Ft. McClellan 3181) with Gadsden State.
- Participate in the Alabama Reading Initiative.
- Offer joint MSN through Nursing consortium with Troy.
- Provide quarterly seminars for the ten-county East Alabama Regional and Planning Commission.
- Partner with Troy-Dothan and University of North Alabama to provide training for state associations.
- Offer clinics and camps to enhance development of athletic skills.

7. Enhance the quality of life and culture of all Alabamians through a renewed commitment to the arts and humanities.

- Offer Kaleidoscope, the annual spring festival of the arts, features public performances of literature, music, art, and drama.

Statewide Goal 3 Quality

Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

1. Develop a process of accountability that recognizes the needs of all stakeholders in light of Alabama's finite resources.

- Conduct systematic program review of all programs on a seven-year cycle.
- Accredite every academic program that is covered by an accrediting agency.
- Conduct annual financial and compliance audits.
- Conduct systematic evaluations of all faculty members by students.
- Maintain accredited status with SACS.
- Maximize potential for academic, physical and emotional welfare of student athletes.

2. Provide equipment, information resources, appropriate and adequate facilities, and other support for quality teaching and research to enhance student learning including increasing the instructional use of technology.

- Maintain a life-cycle technology replacement program.
- Seek alternative funding to provide technology resources not provided by the state.
- Maintain smart classrooms in all academic buildings on and off-campus.

3. Provide funding for the recruitment and retention of highly qualified faculty, in order to significantly improve representation by race, ethnicity, and gender.

- Raise faculty salaries to the regional average.
- Maintain standing committee on recruitment and retention of minority faculty.
- Advertise faculty and administrative positions on HBCU web site.
- Emphasize fringe benefits package in recruitment.
- Consult the Minority & Women Doctoral Directory for faculty and administrative positions.

4. *Provide faculty development opportunities to strengthen instructional skills.*

- Support travel and professional development for faculty.
- Encourage faculty participation in development such as conferences and workshops.
- Offer professional development activities for faculty on campus.

5. *Encourage incentives for using assessment results to strengthen programs*

- Initiate a departmental budget award for the best assessment plan.
- Fund faculty participation in assessment-related conferences.
- Employ a full-time university assessment officer.

6. *Provide a uniform reporting process denoting the success of students in all sectors of higher education transferring to Alabama's universities from Alabama's public two-year colleges (grade point average (GPA), course grades, continuation rate, etc).*

- Continue articulation work with AGSC/STARS and ACHE.
- Maintain long-standing assessment model of 2-year success rates.
- Develop statewide standard definitions for reporting success of transfers.

7. *Use technology to enhance the delivery of higher education*

- Upgrade records management using document imaging systems.
- Enhance distance learning by establishing more teleconferencing sites.
- Modernize administrative information systems.
- Establish Continuing Education Center at Ft. McClellan and equip with modern technology to support distance communications and teaching.

Statewide Goal 4 **Resources**

Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

1. Collaborate with Alabama citizens and interest groups to improve state funding for education including efforts toward tax reform.

- Support the Higher Education Partnership.
- Adhere to unified budget concept so higher education speaks with one voice.

2. Communicate and promote the value, strengths, effectiveness, and needs of higher education to the general public.

- Increase press coverage of University activities available to the public.
- Increase web resources such as program reviews, planning documents, etc. accessible by the public.
- Publish studies demonstrating JSU's financial, cultural, and educational benefit to the region and state.

3. Communicate and promote the value, strengths, effectiveness, and needs of higher education to the legislative and executive branches of Alabama's state government.

- Lobby legislators to support higher educations through the Council of Presidents.
- Increase web resources such as program reviews, planning documents, etc. accessible by legislative and executive branches.

4. Increase efficiency through the allocation, reallocation, and utilization of resources to maximize the state's investment in higher education.

- Enhance ties between budgeting to planning process for review and priority.
- Schedule more classes in evening and weekends to maximize physical plant.
- Encourage cooperation and shared resources among programs and departments.
- Serve as a regional hub for school and libraries' Internet access through AREN.

5. Facilitate collaboration among K-12, higher education, business, and government to improve efficiencies and expand opportunities.

- Expand dual enrollment programs in regional high schools.
- Continue reciprocal borrowing consortium with UA, UAB, Auburn and AUM.

- Partner with governmental agencies, state associations, universities, businesses, and K-12 in training and education through In-Service and Continuing Education
- Support the effort to install a fiber optic network for county K-12 schools, higher-education, business and government.

Statewide Goal 5 **Workforce Development**

Enhance economic prosperity by involving all segments of public education in Alabama's economic future

- 1. Increase the involvement of education in the development of a world-class, technologically skilled workforce.*
 - Initiate technology partnerships with local industry.
 - Institute a Masters in Manufacturing Technology to support Alabama's automotive industry.
 - Provide scholarship funds for graduate-level work in nursing to ease shortage of educators in that field.
 - Provide classes and certificate programs in computers and technology.
 - Emphasize use of technology in professional programs supported by well-equipped labs and classrooms.
- 2. Provide students with pre-employment assessments and technical career programs that lead directly to employment.*
 - Provide Career Counseling Center testing, assessment, counseling, referrals and placement.
 - Schedule interviews for students that lead directly to employment.
 - Provide continuing education programs that lead to retraining, certification and employment in several fields.
- 3. Increase support for research activities that attract business and industry to Alabama.*
 - Encourage and mentor entrepreneurship in Northeast Alabama through the Small Business Development Center.
 - Conduct research that is tied directly to Alabama business through the college of Commerce and Business Administration.
 - Support regional business and commerce through University research facilities such as the library and conference centers.
- 4. Provide additional information about pre-employment education and training opportunities to employers, unemployed, and under-employed potential employees.*
 - Conduct career fairs to link employers with prospective employees.
 - Publish Continuing Education catalogs and marketing materials to provide employment and training information.



**Troy University Board of Trustees
Report On the Statewide Plan for
Higher Education of Alabama
May 2005**

Introduction

The Troy University Board of Trustees shares the goals of access, cooperation, quality, resource enhancement, and workforce development as outlined by the Alabama Commission on Higher Education (ACHE). These goals are at the heart of the University's merger of the institutions comprising the Troy State University System, a process that began officially in 2000. At its most fundamental level, this process consisted of taking three separately accredited institutions and unifying them under one academic accreditation.

This report will show the relationship between the goals of the ACHE plan and the Board of Trustees goals which led to the unification of Troy University. In addition, the university is in the first phase of developing its new strategic plan for 2005-2010—*Vision 2010*. All University planning efforts reflect the State Plan, and further each objective in the new plan is tied to University Strategic Initiatives, State Plan Goals and University Goals as follow.

Purpose of the State Plan for Alabama Higher Education and The Mission of Troy University

The purpose of the State Plan is “(1) to focus public attention on important strategic issues facing Alabama higher education and the state; (2) to articulate Alabama's needs and its vision for higher education; (3) to commit resources necessary to provide high quality teaching, scholarships, research, and public service programs for Alabama citizens; and (4) to promote stronger working relationships among stakeholders with an interest in establishment of common goals and the resolution of issues related to the improvement of higher education in Alabama.”

While the purpose of the State Plan is to set forth possibilities, the mission of Troy University is to make possibilities a reality:

Troy University is a public institution comprised of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional and nontraditional and emerging electronic formats. Academic programs are supported by a variety of student services, which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge dedicated to life-long success through effective teaching, creative partnerships, scholarship and research.

At the highest level Troy University addresses each of the four-part purpose statement. Both missions assist citizens statewide, both champion higher education as the means to address state needs, and both have the uppermost regard for quality and cost effectiveness. Troy University's mission contains the very essence of the state plan: *“Troy University's dedicated faculty and staff promote discovery and exploration of knowledge dedicated to life-long success through effective teaching, creative partnerships, scholarship and research.”*

State Plan Goals and Troy University Goals and Actions

State Plan Goal 1—Access: Elevate the educational attainment levels of all citizens.

- Through its College of Education, Troy University trains teachers for Alabama's classrooms.
- TROY, with its leadership in the development of the AGSC/STARS Program, helps students in Alabama community colleges transfer to universities without loss of academic credit.
- As of fall semester 2004, between 8,000-9,000 students enrolled on TROY's campuses in Alabama are classified as adult "nontraditional" students. Troy University makes education accessible for adults by offering classes in the evenings, on weekends and over the Internet.
- Continuing education courses on the Dothan Campus served 650 students in 2003-2004.

1. Troy University Goal: Provide a variety of undergraduate and graduate programs in traditional, non-traditional and electronic formats.

2. Troy University Goal: Maintain a diverse student population.

State Plan Goal 2—Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

- Troy University has identified almost 125 separate partner organizations or agencies, ranging from municipalities, K-12 schools, private firms and state or federal agencies.

1. Troy University Goal: Ensure the development of creative partnerships, scholarship and research.

2. Troy University Goal: Provide services that promote the individual welfare of students.

State Plan Goal 3—Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Troy University's transformation from a system to a unified university will enhance the academic mission of the University in several ways:

1. **Accreditation.** One institution will eliminate the need to seek separate SACS/specialized accreditation processes, resulting in a reduction of faculty/staff time and cost savings while achieving the same end.
2. **Program viability.** Troy University's main campus already enjoys the highest program viability among Alabama public colleges and universities. Unification of system campuses would immediately enhance program viability at the Dothan and Montgomery campuses.
3. **Eliminate duplication.** The University will issue one academic calendar, one faculty handbook, one student handbook, one undergraduate bulletin and one graduate bulletin system-wide.

4. **Better Positioned for academic excellence.** Troy University will be in better position to expand graduate school to include need-driven programs. This will build on the University's status as the largest provider of graduate degrees in Alabama.
5. **Extensive use of higher education technology.** Troy University will be on the leading edge of digital programming and distance learning programming.
6. **Greater job and career options.** A much larger and more visible university will gain more attention from other graduate schools and corporations.

As part of its transformation, TROY worked extensively with the Commission on Colleges of the Southern Association of Colleges and the Alabama Commission of Higher Education to ensure quality was maintained every step of the way.

Quality improvement is ongoing as is monthly review of strategic plans. There is also an annual leadership conference wherein the leaders of the University (some 154 in 2004) review the state of the institution. Chancellor Hawkins also meets bi-weekly with his cabinet and the senior vice chancellors of the institution.

1. **Troy University Goal: Ensure effective teaching.**
2. **Troy University Goal: Maintain a dedicated faculty and staff.**

State Plan Goal 4—Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

- Troy University is in the initial phase of a capital campaign to help offset capital and large programmatic needs of the institution.
- Troy University will be conducting an economic impact study to gain a better understanding of how it affects the region and state.
- Troy University's merger of three institutions into one will save the state of Alabama \$16 million over the next 10 years.
- Troy University's Office of Sponsored Programs reported funding of grants and contracts of more than \$10 million for fiscal year 2003-2004. In 1990, total grants and contracts activity for Troy was less than \$300,000.

1. **Ensure efficient and effective operations and to assess and provide resources as needed to implement institutional mission, goals and objectives.**

State Plan Goal 5—Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

- Troy University has partnered with the Alabama Development Office to share office space at the TROY site in Heidelberg, Germany, and to help recruit business for Alabama. A similar arrangement for Korea is in the planning stages.
- Troy University maintains strong elementary and secondary certification programs and CEUs for teachers as well as advanced degrees. Given this track

record it will continue to explore a doctorate degree in educational leadership over the next five years.

- Troy University graduates more persons with masters programs than all other state colleges and universities combined. It is also exploring IT-based degree options more in-line with market-driven needs.
- Through the creation of an international economic development center on the Troy campus, the university will continue to lead the way for helping all segments of the population reach out to and bring the world to Alabama.
- Troy University is a life-long learning institution. Across the state, nation and world one can find members of the United State Armed services who would not have their current level of educational attainment with out this institution.

1. Promote discovery and exploration of knowledge dedicated to life-long learning success.

Conclusion

It is the opinion of the Board of Trustees of Troy University that this institution is an Alabama treasure providing quality education, partnerships and multiple levels of economic development for the state. Over the course of the next five years we fully expect the university will lead the way in its entrepreneurial spirit to do even more for its students and all citizens of the state of Alabama.

REPORT TO THE ALABAMA COMMISSION ON HIGHER EDUCATION

THE UNIVERSITY OF ALABAMA SYSTEM

THE UNIVERSITY OF ALABAMA SYSTEM MISSION STATEMENT

(Adopted by the Board of Trustees, April 18, 2003)

The University of Alabama System consists of three doctoral research universities: The University of Alabama, The University of Alabama at Birmingham, and The University of Alabama in Huntsville. The System is governed by The Board of Trustees of The University of Alabama as stipulated by the Alabama Constitution. The purpose of the Board of Trustees is to ensure the effective leadership, management, and control of the institutions of the System in order to provide for a definitive, orderly form of governance, and to secure and maintain responsive, progressive, and superior institutions of higher education. The Board of Trustees created the present multi-campus structure in 1969, and each of the component institutions has a unique mission that is consistent with the broader mission of the System.

The Board of Trustees executes its governance responsibilities through a chancellor, who serves as the chief executive officer of the System. A president heads each campus with responsibility for campus administration and reports directly to the Chancellor and through the Chancellor to the Board of Trustees. The Board of Trustees and the Chancellor delegate certain administrative functions and maintain such offices as deemed appropriate to meet the administrative needs of the System. The Chancellor also provides linkage between the System and various components of state and federal governments, as well as other educational groups and organizations.

The institutions of The University of Alabama System exist to serve all people of Alabama through teaching, research, and service programs. As resources permit, the institutions extend these functions to the nation and beyond through a wide variety of educational programs and services. The institutions of the System assist students in developing the knowledge, skills, attitudes, and behaviors necessary to function as responsible and productive citizens in a democratic society. They endeavor to improve the quality of life by providing high-quality public service, outreach, cultural enrichment, health care, and economic advancement opportunities through their academic, research, and service programs.

The Mission of The University of Alabama System is based on these guiding principles:

1. The careful management of resources is achieved through strong and responsive governance. The System maintains an effective process for the review and approval of academic and financial matters at the institution and System levels and strives to achieve the most effective and efficient use of resources by encouraging inter-institutional cooperation whenever possible and appropriate.
2. The System promotes opportunities for equal access for all qualified students and values diversity among its students, faculty, staff, and administration.
3. The System encourages collaboration with elementary/secondary schools, community colleges, and other institutions of higher education whenever possible and appropriate, and supports the PK-Ph.D. concept as a way of helping to ensure high-quality programs, services, and student performance at all levels of education.

4. The quality of education is regularly assessed with the goal of improvement. The System promotes careful planning, review, and evaluation to ensure the best possible results from the programs, services, and activities of its institutions.
5. The System recognizes that its component institutions differ in mission, role, scope, and academic characteristics, and is committed to maintaining institutional diversity.
6. To achieve selective excellence, the System recognizes that academic resources may be concentrated according to different patterns at different institutions and with different results.
7. The System helps stimulate the continuing awareness of ethics and human values.
8. The System assumes an active role in advocating for and responding to the needs of its component institutions.
9. The System recognizes the linkage between a quality system of higher education and future economic opportunities for its students, and acknowledges its vital role in promoting the economic advancement of Alabama.
10. The System supports its institutions as they engage in high-quality, innovative, and relevant research that involves the discovery, dissemination, and application of knowledge.
11. The System recognizes the need to serve citizens beyond the boundaries of the campuses through outreach programs and services.
12. The System is committed to providing high-quality health care through its hospitals and clinics as it engages in preeminent medical education, research, and health related programs.
13. The strength of the System depends on the quality of its leadership. A commitment to seek, appoint, and support administrators, faculty, and staff who ascribe to sound academic principles and possess professional and personal characteristics that ensure solid and positive growth of all aspects of the System is essential.

The mission statement of The University of Alabama System incorporates all five goals (Access, Cooperation, Quality, Resources, and Workforce Development) of the State Plan for Higher Education in Alabama.

The individual campuses mission statements are as follows:

THE UNIVERSITY OF ALABAMA MISSION STATEMENT

(Adopted by the Board of Trustees, February 6, 2004)

The University of Alabama, the State of Alabama's oldest public university, is a senior comprehensive doctoral level institution. The University was established by constitutional provision under statutory mandates and authorizations. Its mission is to advance the intellectual and social condition of the people of the state through quality programs of teaching, research, and service.

**THE UNIVERSITY OF ALABAMA at BIRMINGHAM
MISSION STATEMENT**

(Adopted by the Board of Trustees, February 6, 2004)

UAB is a research university and academic health center that discovers, teaches and applies knowledge for the intellectual, cultural, social and economic benefit of Birmingham, the state and beyond.

**THE UNIVERSITY OF ALABAMA in HUNTSVILLE
MISSION STATEMENT**

(Adopted by the Board of Trustees, April 28, 1994)

The University of Alabama in Huntsville (UAH) is an autonomous campus within The University of Alabama System dedicated to excellence in teaching, research, and service. UAH is a key participant in one of the nation's major international centers for advanced technological research and utilizes its position in this environment to provide unique opportunities and creative programs for students, faculty, and the community. UAH is committed to maintaining a diverse academic community of the highest quality, and to providing an environment that facilitates intellectual, cultural, personal, and professional growth. UAH fosters leadership, creative and critical thinking, clear communication, a respect for knowledge and the pursuit of truth, and an engagement in the challenge and pleasure of a lifetime of learning. UAH, through its graduates and its programs, contributes to economic advancement, health care, cultural enrichment, and the quality of life of the region, state, and nation.

Scope of Operations

The University of Alabama System's scope of operation is focused around the triumvirate of Teaching, Research, and Service. We will review each of these areas below:

TEACHING

The UAS offers over 400 degree programs at its institutions. The list below summarizes program and degree offerings for all three institutions:

CIP	Broad Program Area	Degrees Offered
05	Area, Ethnic, Cultural, and Gender Studies	BA, MA
09	Communication, Journalism, and Related Programs	BA, MA, PhD
11	Computer and Information Sciences and Support Services	BS, MS, PhD
13	Education	BA, BS, MA, EdS, PhD
14	Engineering	BS, MS, PhD
16	Foreign Languages, Literature, and Linguistics	BA, MA, PhD
19	Family and Consumer Sciences/Human Sciences	BS, MS
22	Legal Professions and Studies	LLM, JD
23	English Language and Literature/Letters	BA, MA, MFA, PhD
25	Library Science	MLIS
26	Biological and Biomedical Sciences	BA, BS, MS, PhD

CIP	Broad Program Area	Degrees Offered
27	Mathematics and Statistics	BA, BS, MA, MS, PhD
30	Multi/Interdisciplinary Studies	BA, BS, MS, PhD
31	Parks, Recreation, Leisure and Fitness Studies	PhD
38	Philosophy and Religious Studies	BA
40	Physical Sciences	BA
42	Psychology	BA, BS, MA, EdS, PhD
43	Security and Protective Services	BA, BS, MS
44	Public Administration and Social Service Professions	BS, MA, MSW, MPA, DPA, PhD
45	Social Sciences	BA, MA, MS, PhD
50	Visual and Performing Arts	BA, MA, MFA, DMA
51	Health Professions and Related Clinical Sciences	BA, BS, BSN, MS, MSN, DScPT, DPT, OD, DMD, MD, DPH, PhD
52	Business, Management, Marketing, and Related Support Services	BA, BS, MA, MS, PhD
54	History	BA, MA, PhD

RESEARCH

UAS institutions recorded nearly 475 million dollars in sponsored grants and contracts in 2004. Since 1999, this represents a 30% increase in externally funded grants and contracts to support our research mission. Key fields of inquiry were biomedical sciences, materials science, transportation, aerospace, and engineering.

SERVICE

Faculty, staff, and students at UAS institutions contribute thousands of hours to campus-based service organizations and to organizations throughout the State of Alabama and the nation. Examples of this service can be seen through their participation on various boards, committees, and with community service organizations in community problem-solving efforts. One service area that the UAS Office is participating in is the development of a system-wide telecampus that will allow learners from Alabama and beyond to participate in courses and degree programs regardless of time or location. This outreach initiative dramatically maximizes our institutions' reach and influence across the world.

Strategies Designed to Address the Statewide Goals

The Board of Trustees, through the work of the UA System Office, seeks to promote high quality undergraduate and graduate education, research and scholarship, and public service. In so doing, the System Office has worked with the campuses to develop performance indicators that address the following major aspects of our institutions:

1. **Undergraduate Education** (ACT scores, retention, minority participation, passage rates on licensure and/or professional exams, scholarship, etc.)
2. **Graduate Education** (minority participation, graduate degrees awarded, GMAT/GRE/MAT scores, doctoral degrees awarded in science/technology, credit hour production, etc.)

3. **Research and Development Expenditures** (federally financed R&D expenditures in science and engineering and total R&D expenditures)
4. **Impact on the State** (economic and jobs impacted)
5. **Community/Financial Support** (total private gifts, total endowment value, total number of donors, alumni support, and number of endowed chairs, professorships, and endowed scholarships)
6. **Campus Work Environments** (percentage of full-time faculty with terminal degrees, minority participation, female administrators, percentage of full-time tenured and tenure track faculty who are minority and female, faculty salary parity, etc.)

Five year goals have been established for each of the three UA System campuses. The baseline data being used are for year 2003. On an annual basis, the System will measure the progress being made to achieve the goals set in each of the areas listed above. The report of this progress will be made to the Board of Trustees, System, and campus representatives to ensure that appropriate attention and assistance are given in setting future goals and strategies. The goals and strategies adopted by the UA System overlap significantly the goals of the State Plan for Alabama Higher Education; most notably in the areas of: Access, Quality, Resources, and Workforce Development. To date, all three campuses are making good progress in reaching the five year goals.

Board Members

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**Annual Report on Addressing Goals in the
*State Plan for Alabama Higher Education 2003-04 to 2008-09***

Presented to the Alabama Commission on Higher Education by

**The University of Montevallo Board of Trustees
May, 2005**

Introduction: Montevallo's Mission

The University of Montevallo's legislatively-mandated and unique mission is as follows: *"To provide to students from throughout the state an affordable, geographically accessible, 'small college' public higher educational experience of high quality, with a strong emphasis on undergraduate liberal studies and with professional programs supported by a broad base of arts and sciences, designed for their intellectual and personal growth in the pursuit of meaningful employment and responsible, informed citizenship."* Montevallo is justifiably proud of its mission that permeates all of the University's activities and initiatives.

The University of Montevallo's Board of Trustees is pleased to present this report and provide a broad overview of the relationships between the University's unique mission and scope of operations in programs, research, and public service to the five goals of the *State Plan for Alabama Higher Education 2003-04 to 2008-09*. The report is organized by each of the State goals.

State Goal 1 - Access: Elevate the educational attainment levels of all citizens.

The primary mission of the University of Montevallo is to provide an affordable, high quality liberal arts education to Alabama citizens. To that end, 97% of Montevallo students are Alabama residents and all students are required to participate in the University's rigorous general education curriculum. A key indicator of Montevallo's success is its freshman retention rate of approximately 75% that compares very well with other public liberal arts institutions across the country. Also of significance and underscoring accessibility is Montevallo's selection as a "Best Buy" by the *U.S. News and World Report* in 2003.

To aid student success, the Office of Student Support Services assists first generation, low-income students and students with disabilities in order to improve their retention and persistence to graduation. The University has also been chosen by the U.S. Department of Education to participate in the Ronald E. McNair Post-baccalaureate Achievement Program, which provides preparation for completion of doctoral programs for first generation students from minority groups traditionally underrepresented in graduate degree programs. Similarly, the University is a participant in the U.S. Department of Education's Upward Bound Program, which provides to disadvantaged high school students

the academic skills, counseling, tutoring, cultural enrichment, and career mentoring necessary to successfully enter and complete college. Additionally, Montevallo's Minority Teacher Scholarship Program provides tuition assistance for minority students to earn degrees in teaching.

The University works closely with several of the State's two-year colleges--most notably Jefferson State Community College due to its geographic proximity--and aggressively supports the requirements of the statewide articulation agreement to ensure ease of access for transfer students. Montevallo enrolls approximately 300 transfer students each year.

In addition to its traditional academic offerings, Montevallo serves the community by offering a variety of continuing education classes and facilitates educational programs for a variety of groups and individuals. The Alabama Traffic Safety Center provides on-going traffic safety programming including defensive driving courses as well as beginner and experienced motorcycle rider courses. The University's Carmichael Library and Malone Curriculum Center are also open to the public and offer broad access to electronic information as well as children's and adult literature and professional and academic holdings.

Finally, while distance education is clearly not a part of Montevallo's mission, the College of Education's Science in Motion and Technology in Motion programs travel to K-12 schools to provide K-12 teachers with equipment, discipline training, and preparation support needed to run effective secondary science laboratory programs.

State Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

The University of Montevallo actively promotes participation in a variety of public and private partnerships designed to enhance educational opportunities and address problems both regionally and at the statewide level. A particular success is the University's George C. Wallace Speech and Hearing Center that offers free or low cost diagnostic and therapy services to children and adults who may be experiencing a variety of communication and learning disorders. School-age children are able to participate in after-school programs that allow them to receive individualized treatment while concurrently participating in regular academic programs in public or private schools.

The University cooperates with local governments, area Chambers of Commerce, and the Shelby County Planning and Development Office to develop and support economic development projects in Shelby County. The Michael E. Stephens College of Business works closely with a wide-range of business and government leaders to ensure that the College's curricula and learning outcomes are aligned with the needs of the Alabama business community; and, Montevallo is the driving force behind the Leadership Shelby County program, which provides emerging Shelby County leaders with skills necessary for effectively addressing economic and community development challenges facing the County.

Among its higher education partnerships, Montevallo is a member of the Birmingham Area Consortium for Higher Education (BACHE), which facilitates course exchanges, cultural programming, and academic programming among Samford University, Miles College, Birmingham-Southern College, the University of Alabama at Birmingham, and Montevallo. The University is also a member of the Marine Environmental Sciences Consortium, a public, non-profit corporation comprised of 22 public and private Alabama colleges and universities dedicated to improving marine education, research, and service to the State. The University's membership in the Network of Alabama Academic Libraries (NAAL) has led to partnerships with K-12 libraries, public libraries, and other college and university libraries throughout the State.

Montevallo is extensively involved in outreach efforts to local K-12 schools. These include collaboration with schools in Shelby, Bibb, Chilton, and Talladega Counties and the cities of Hoover and Sylacauga. This collaboration includes the use of schools for professional lab experiences and internships as well as support for ongoing programs in the schools. Montevallo's faculty works closely with the local schools to develop ways to integrate technology into instruction. The University also annually welcomes approximately 1,300 K-12 students to campus for two different workshops designed to enhance an early appreciation for literature and to enhance creative writing skills. Additionally, the University's College of Fine Arts offers a significant number of cultural and educational programs, exhibits, and performances at little or no cost both on-campus and in local K-12 schools.

State Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

Quality is the hallmark of a Montevallo education. The State of Alabama is fortunate to be one of only twenty-one states that has chosen to recognize the importance of traditional liberal studies by designating one institution to specialize in those disciplines. Montevallo has embraced this charge and is recognized nationally as a leading liberal arts university. Without a doubt, there is measurable value, both intellectual and economic, in the development of critical thinking ability, comprehension, and communication skills. Montevallo regularly excels in these vital areas as evidenced by its Tier 1 ranking this year by *U.S. News and World Report* and its distinction of being the highest-ranked public master's-level university in Alabama in 2004.

Guided by an unwavering focus on its mission, Montevallo places greater emphasis on the *quality* of academic programs and students than on the *quantity* of degree programs offered or the number of students enrolled. Montevallo does not equate success with growth, but rather with how well it fulfills its mission to offer high quality, affordable degree programs in a small college setting. Montevallo does not have an open enrollment policy but, instead, is selective in the recruitment of its student body. Approximately one in five Montevallo freshmen is a high school valedictorian or salutatorian or has a high school grade point average of 4.0; moreover, the average high school grade point average for Montevallo's entering freshmen is 3.31. The average ACT score for entering freshmen at

Montevallo has increased steadily and is currently 22.2--well above national and state averages. Montevallo's most recent freshman retention rate of approximately 75% is evidence of both a high-quality student body and a dedicated faculty.

The University of Montevallo is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelor's and master's degrees. Additionally, the University is committed to attaining and maintaining national accreditation in its academic programs when such recognition is available and appropriate. The University of Montevallo and its programs have been accredited or approved by the following organizations: the Association to Advance Collegiate Schools of Business, the International Association for Management Education, the American Dietetics Association, the American Speech-Language-Hearing Association, the Association of Family and Consumer Sciences, the Council for the Accreditation of Counseling & Related Educational Programs, the Council for the Education of the Deaf, the Council on Social Work Education, the Department of Education of Alabama, the National Association of Schools of Art and Design, the National Association of Schools of Music, the National Council for Accreditation of Teacher Education, and the National Association for the Education of Young Children.

Montevallo's campus-wide assessment program measures progress toward educational outcome goals, promotes improvements in teaching and learning, evaluates the accomplishment of educational and administrative goals, and facilitates continuing review of institutional effectiveness. Students participate in a variety of evaluative activities, beginning during the freshman year and continuing beyond graduation. A new "information literacy" assessment is being implemented; likewise, the University's general education core curriculum has recently been updated and a process for embedded assessment of each course has been implemented. Students may be required to take nationally and locally developed tests and surveys, contribute to portfolios, share ideas in focus groups, respond to interviews, or participate in other ways to improve the education and services provided by the University. Assessments of other aspects of institutional effectiveness are regularly conducted by and through academic and administrative departments.

State Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

The University of Montevallo constantly strives to be productive and accountable to its mission, its students, and the people of Alabama. Since 1993, Montevallo has combined or eliminated forty-seven academic programs, allowing the University to devote its full focus to its current thirty-seven degree programs. Montevallo regularly seeks ways to be more administratively efficient. For example, the University has no assistant or associate deans, assistant or associate vice presidents, or assistant or associate athletic director positions. Similarly, by recently combining the departments of English and foreign languages, and the departments of biology and chemistry with the department of mathematics, the University eliminated two department chair positions. Since 1992 the

University has offered retirement incentive programs on two occasions, thereby helping keep the number of full-time faculty positions constant while reducing salary expenses.

Since abandoning the traditional one-third/ two-thirds split in the Education Trust Fund (ETF) in 1995, the State of Alabama has shifted approximately one billion dollars from higher education to the K-12 segment of the ETF. Montevallo's portion of this loss is estimated to be over \$17 million. The University's current State appropriation is approximately \$15.7 million. In other words, in less than ten years, Montevallo has lost more than a year's State appropriation. In order to be a good steward of its reduced State support, the University has implemented aggressive energy and water conservation projects, reduced the number of vehicles in the motor pool, refinanced debt, and eliminated 60 university positions by outsourcing grounds, housekeeping, computer services, food service, bookstore, garbage collection, pest control, and elevator and telephone maintenance.

The President and his Special Assistant, serving as the University's Legislative Liaison, work closely with colleagues from Alabama's fifteen public universities to lobby the Governor and the Legislature for more stable funding for the State's public universities. The University is an institutional member of the Higher Education Partnership and encourages individual membership among its faculty, staff, students, alumni and friends to promote strength and unity within the public universities' grass roots advocacy organization. The University is also an active participant in the development of the Alabama Commission on Higher Education's Unified Budget Request and annually works for adoption of the UBR.

Montevallo has adopted an aggressive strategy for securing Congressional appropriations for special projects and has been rewarded most recently with \$625,000 in Congressionally directed grants for research projects and equipment at the University's Ebenezer Wetland. Currently, the University has research, equipment, and building project requests in excess of \$3 million before its Congressional delegation.

State Goal 5 – Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

Economic development is an important by-product of the higher education enterprise. The University of Montevallo's core educational and business values are teaching, research, and service. The University's annual financial impact on the state's economy is approximately \$64 million. Montevallo's legislatively-mandated mission to provide a small college experience rooted in the liberal arts provides few opportunities for external displays of direct economic impact other than the remarkable success of the University's graduates in a diverse array of disciplines. Montevallo was the first university in Alabama to guarantee the quality of its College of Education graduates, and last year's graduates of the Michael E. Stephens College of Business scored in the 90th percentile on the ETS Major Field Test in Business. Montevallo graduates are, without question, well prepared to join the workforce upon graduation.

University of North Alabama

**2003-04 Board of Trustees Report on
Implementation of the
*State Plan for Higher Education 2003-04 to 2008-09***

**Prepared for
Alabama Commission on Higher Education**

Submitted March 18, 2005

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STATEMENT OF PURPOSE, ROLE, AND GOALS

The University of North Alabama is a comprehensive regional state university, offering undergraduate and graduate degrees, and serving the educational needs of students through all appropriate means of delivery. The University shares the broad purpose of all institutions of higher learning for the discovery, preservation, and transmission of knowledge through teaching, research, and public service. Within this broad purpose the University recognizes an obligation of service to the people and the needs of the state and the region. Toward the fulfillment of its purpose and role the University seeks to provide:

- a quality foundation of common knowledge, skills, and insights based on general studies to meet the students' needs for academic advancement, vocational attainment, responsible citizenship, and personal fulfillment;
- a broad range of high quality academic programs to prepare students to succeed in general, professional, preprofessional, and career fields founded in the arts and sciences, business, education, and nursing and allied health;
- a university environment which serves as a source of pride, which supports and complements academic preparation, and which extends the students' opportunities for intellectual, personal, ethical, and social development;
- an intellectual climate which promotes critical and independent thinking, and a free and open exchange of ideas;
- emphasis on and support for a high standard of excellence in teaching;
- aesthetic and cultural enrichment and activities for the surrounding community;
- support to individual and institutional basic and applied research which are integral to effective teaching and learning as well as to the University's fulfillment of its obligations for the general expansion of knowledge and for the economic development of the region and the state;
- extended access to the University's public service resources and programs in the interests of occupational advancement, personal enrichment, and community needs; and
- world wide access to high quality distance learning opportunities.

The University goals flow from and complement the Statement of Purpose and Role. These measurable goals are as follows:

- to offer general education programs which will provide students with a broad foundation of common knowledge, basic skills, and cultural insight;
- to graduate students who are competitive in their major fields and who demonstrate mastery of their subject areas;
- to provide library/informational resources and other support functions which include the technologies, materials, facilities, and services needed for quality teaching, research, and public service;
- to recruit and retain a diverse student population that indicates admission without regard to age, color, disability, national origin, race, creed, sex, or religion;

- to maintain an administrative system, including university advancement, which will support the attainment of institutional goals through effective management;
- to provide student oriented programs, activities, and services that complement academic preparation and extend student opportunities;
- to provide a campus environment that serves as a source of pride and supports and complements the concept of a university community;
- to provide an intellectual climate which promotes critical and independent thinking, innovative programs, and a free and open exchange of ideas;
- to recruit and retain a diverse and a highly qualified faculty who demonstrate excellence in teaching, in scholarly activities, and in public service;
- to recruit and retain faculty and staff without regard to age, color, disability, national origin, race, creed, sex, or religion;
- to extend access to university programs which will maintain a positive university-community relationship;
- to provide university research and public service support for economic development which enhances the region and the state; and
- to offer high quality distance learning opportunities with world-wide access.

HISTORY AND LOCATION

The University occupies the beautiful campus of over 130 acres in a residential section of Florence, Alabama. Florence is located just north of the Tennessee River and is the largest city in a four-city area that includes Tuscumbia, Sheffield, and Muscle Shoals. It serves as the educational and cultural hub for a tri-state region encompassing northwest Alabama, south central Tennessee, and northeast Mississippi. The entire metropolitan area has a combined population of approximately 140,000 people. The University of North Alabama, established in 1830 as LaGrange College, became in 1872 the first state-supported teachers' college south of the Ohio River and one of the first coed colleges in the nation. The University of North Alabama has developed into a comprehensive regional university providing quality educational opportunities for students, with majors in four colleges—arts and sciences, business, education, and nursing and allied health.

Graduate studies were introduced in 1957 with the establishment of master's degree programs in education, and have been characterized by continued expansion: a sixth-year program in education (1971), a master of business administration degree program (1975), a master of science in criminal justice degree program (1994), and a master of arts in English degree program (1999).

ORGANIZATION

The governing control of the University is vested in a Board of Trustees established by action of the State Legislature (HB 650, Act No. 773, September 9, 1967, Section 316-51-1, et seq. Code of Alabama). The board is composed of the Governor as president ex officio, the State Superintendent of Education as a member ex officio, and nine members—six from within the area comprising the Fourth and Fifth Congressional Districts and three from the state at large—

appointed by the Governor by and with the advice and consent of the State Senate. The chief administrative officer of the University is the President. The President is assisted and advised by an administrative staff, by members of the faculty and faculty agencies such as the Faculty Senate, Staff Council, Graduate Council, and by various university committees. Each college of the University is administered by a dean, and each department by a chair.

BOARD OF TRUSTEES FOR THE UNIVERSITY OF NORTH ALABAMA

Mr. David B. Abramson

29310 County Road 14
Florence, AL 35633
Appointed April 11, 2000
Term expires September 9, 2007

Dr. Allen Long

220 Cypress Forest Drive
Florence, AL 35633
Appointed September 28, 1995
Term expires September 9, 2007

Mr. Billy Don Anderson

126 Clear View Drive
Sheffield, AL 35660
Appointed April 3, 2000
Term expires April 3, 2012

Mr. Marc McCreary

1115 Wills Avenue
Florence, AL 35630
Appointed September 28, 1995
Term expires September 9, 2007

Mrs. Lisa G. Ceci

1319 Toney Drive SE
Huntsville, AL 35803
Appointed December 29, 2004
Term expires September 9, 2015

Mr. Steven F. Pierce

P. O. Box 2849
Florence, AL 35630
Appointed April 3, 2000
Term expires April 3, 2012

Mr. John B. Cole

142 N. Sequoia Blvd.
Florence, AL 35630
Appointed September 19, 2003
Term expires September 9, 2015

Mr. Harvey F. Robbins

Robbins Property Development
100-B South Main Street
Tuscumbia, AL 35674
Appointed September 19, 2003
Term expires September 9, 2015

Mr. Ronnie G. Flipppo

400 Marian Way
Florence, AL 35634
Appointed April 3, 2000
Term expires April 3, 2012

STRATEGIES FOR ADDRESSING STATEWIDE GOALS

The University of North Alabama embraces fully the State Plan for Alabama Higher Education 2003-04 to 2008-09 and appreciates deeply the opportunity it was provided to help shape its contents. Further, the University recognizes the overall leadership contributed by the Commission for the creation of this well-considered Plan that provides a compass for plotting the

overall course of higher education in the State for the next five (5) years. Consistent with this Plan, the University is engaged in a number of actions that address, both directly and indirectly, the Plan's overarching purpose, underlying assumptions, and supporting goals and objectives. In the ensuing, the University is providing a brief summary of actions in which it is engaged addressing sequentially each of the five (5) goals in the report.

- ***Goal 1 – Access: Elevate the educational attainment of all citizens.***

The University of North Alabama has a long and distinguished history of providing access to a quality education at an affordable price. In this regard, the University keeps tuition and fees charged to its students at the lowest possible level in association with legislative appropriations that support offering an excellent academic program and living/learning environment needed for a complete university experience. Student financial assistance is offered to all students who attend the University, and approximately 65% of these students are on some form of financial assistance, including grants, loans, scholarships, and work-study (often in combination). Scholarship support provided by the University and the University of North Alabama Foundation has increased intentionally and significantly during the past fifteen years. One of the highest priorities at the University is to develop additional scholarship support through philanthropic contributions from individuals, corporations, and other sources. Since nearly all scholarships offered by the University are renewable upon satisfactory performance by recipients, these scholarships have a positive impact upon both student recruiting and student retention through graduation.

In addition to supporting actively the Statewide Transfer and Articulation Reporting System (STARS), the University has forged and executed a number of institution-wide and academic program specific articulation agreements with other institutions of higher education in order to encourage the seamless transfer of courses in an efficient and effective manner. Among other things, the University has a vibrant Early Scholars Program, Senior Scholars Program, and is an active supporter of the Service Members Opportunity College (SOC) and the Defense Activity for Nontraditional Education Support (DANTES). The University recognizes the General Education Department (GED) certificate and offers advanced standing credit through the College Entrance Examination Board (CEEB) College Level Examination Program (CLEP). It sponsors a Presidential Mentors Academy to help minority students succeed and thrive at UNA. Further, the University encourages lifelong learning through the Institute for Learning in Retirement (ILR). One recent and exciting development at the University is the creation of an academic honors program to help the University recruit and retain, more extensively and effectively, academically gifted and talented students.

For many years, UNA has been engaged in providing academic courses and programs via distance learning. Among other things, the College of Business at the University was a pioneer in being one of the first universities in the south to offer the Master of Business Administration (MBA) in China via distance learning technology. Further, the College of Nursing and Allied Health offers a baccalaureate degree (via distance learning) in nursing for nurses who already possess an associate degree or diploma in nursing. Currently, the College of Nursing and Allied Health is engaged in the process of seeking permission from the

Alabama Commission on Higher Education (ACHE) to offer an online Master of Science in Nursing degree with concentrations in Nursing Administration and Nursing Education.

Finally, the University is engaged in a campus-wide initiative to enhance student retention through graduation. This initiative follows a considerable amount of dialogue and planning to improve student recruiting and retention. One of the outcomes of this has been to retain STAMATS to conduct a study of student retention matters and related town/goal relationships with an associated set of suggestions and recommendations to follow. It is expected that translating the report from STAMATS into a series of action items and then implementing them will become a high and pressing priority of the University.

- ***Goal 2 – Cooperation: Offer relevant education programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.***

Since its inception, the University has been engaged in providing an appropriate array of academic courses and programs to prepare well its graduates to meet with the challenges of society and for advanced graduate and professional studies. With its origins as a Normal School, the University is a leader in preparing highly qualified teachers in the State, region, and nation. Complementing its College of Education, the University offers academic courses in its colleges of Arts and Sciences, Business, and Nursing and Allied Health.

Academic courses and programs provided by the University are complemented by a wide array of non-academic credit classes and programs offered under the auspices of Continuing Studies and Outreach Units (CEUs) or other professional education (e.g., CPA) units that provide objective evidence of attendance and attainment of knowledge, skills, and abilities (which may be needed to obtain or maintain professional certificate or licensure). Relatedly, UNA's Institute for Learning in Retirement (ILR) provides an organization and supporting community to help meet the needs and interests of senior citizens for continuing education, cultural enrichment, educational travel, and for other worthy activities.

In order to meet, in part, its Statement of Purpose, Role, and Goals, the University has forged many partnerships with businesses, government, non-profit entities, K-12, and other colleges and universities. Among other things, the University hosts and staffs the Small Business Development Center (SBDC) which provides assistance to small businesses or to individuals planning to start a small business. Faculty, staff, and administrators at the University support fully the Shoals Chamber of Commerce, Shoals

Among its various partnership activities, the University has a positive working relationship with Northwest Shoals Community College. The University supports actively a local health care clinic that provides access to quality health care for individuals and families who would not otherwise have access to such care. In collaboration with the Alabama Department of Youth Services (DYS), the University, via its Department of Social Work, operates a custodial home for teenage adjudicated females in order to help these young ladies develop the necessary knowledge, skills, abilities, and self-discipline to overcome past problems and to become productive citizens. In conjunction with Point Clear Holdings

(PCH) and the Retirement System of Alabama (RSA), the University is providing students prepared in hospitality management to various RSA properties managed by PCH for internships and to fill associated employment vacancies upon their graduation from UNA. Further, UNA's College of Education is engaged in teacher in-service education and other outreach activities to help prepare better current teachers to serve their students. Finally, the University is working actively with the law enforcement community to become a regional law enforcement training center with the goal of providing excellent law enforcement training at the lowest possible price.

- ***Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.***

Accountability is deeply ingrained in and infused throughout the University of North Alabama. Established by statute and operating in strict accordance with the public trust, the University subscribes to and embraces fully the central and critical importance of accountability. Ensuring high levels of accountability for the precious resources invested in the University of North Alabama (by the Legislature through its annual appropriation and otherwise, payment of tuition and fees by students, earnings from institutional investments, and other sources) has been and continues to be a cornerstone in the operation of the University. To make certain that the University of North Alabama is providing the best quality and value for the students that it services, the University has taken positive actions to ensure that it has sought, obtained, and maintained accreditation by nationally recognized and federally approved accrediting organizations that exist and function as external independent entities. All of these accrediting bodies apply rigorous objective standards to assess whether the University and its various academic programs are fully accountable and operating in a manner consistent with the accepted practices in the field. These accrediting bodies hold national approval by the National Advisory Committee on Institutional Quality and Integrity (NACIQI), and all employ a carefully considered set of measurable objective criteria by which the accreditation decision is made.

In association with accreditation obligations and otherwise as prudent actions, the academic community and all other aspects of the University are engaged regularly in assessment, evaluation, and other related processes from which information is gleaned and used for continuous quality improvement. Among other things, all cost center heads (i.e., individuals with budgetary authority and responsibility) at the University are required to submit annual progress reports with clearly stated measurable objectives to institutional goals, actions taken to achieve these objectives, an assessment of achievement for all objectives, and plans for overcoming any deficiencies noted. These reports are routed through the organizational hierarchy and are summarized by the President of the University or by the appropriate vice president, both in writing and orally, at the annual Board of Trustees meeting in June of each year. Through this process of assessment, evaluation, and informed decision-making, the University expects to and has identified strong programs, functions, and services for positive recognition. In addition, the University has identified programs, functions, and services requiring refinement, with resulting improvement or elimination. Consequently, the benefits of planning and evaluation result in better and more

informed decisions that lead to optimal use of limited resources and continued improvement of quality and accountability in all aspects of the University.

Recognizing the value of seeking meaningful information from employees and alumni, the University has a number of active advisory groups for its academic programs. For example, both the College of Business and the College of Education have advisory councils. In order to improve student advising for academic and other purposes, the University recently created the Center for Academic Advising and Retention Services. Further, to provide undergraduate students and faculty with additional objective information as to the fundamental core preparation of undergraduate students, the University has instituted the Collegiate Assessment of Academic Proficiency (CAAP) examination. Results of the CAAP examination are considered as part of the continuous quality improvement of the academic programs at the University.

It is the policy of the University of North Alabama to adhere fully to the letter and spirit of all laws and to afford equal opportunities for employment to qualified persons regardless of age, color, creed, disability, national origin, race, religion, and sex. The University has a longstanding tradition of providing appropriate public notice of all vacant positions; ensuring that there are valid, reliable, and contemporary job descriptions for all positions; utilizing fair and equitable search and screening protocols (including verification of educational attainment, previous employment history, credit worthiness, and criminal background); and hiring, training, and retaining the most suitable employees. All new employees receive a formal orientation and periodic training as warranted and appropriate. Full-time faculty are evaluated regularly and anonymously by their students. The results from these evaluations are shared with the faculty members and their respective supervisory chains and are considered in tenure and promotion decisions. Relatedly, all full-time staff employees undergo performance evaluations during a defined probationary period. Thereafter, all staff employees are evaluated formally on an annual basis by their respective supervisors (via a standardized instrument) approved by the University. Such evaluations are used to reinforce positive and superior performance by staff employees; to identify and offer suggestions for areas of performance in need of improvement; and to make informed decisions as to continuation of employment, promotion/demotion, and other similar personnel actions.

Recognizing that human resources are an extremely precious resource, the University strives, within its budgetary capacity, to provide ongoing professional development and training opportunities for all of its full-time faculty, staff, and administrators. In this regard, all full-time employees may take up to two (2) academic courses per semester at the University without paying any tuition. Moreover, the University provides other developmental opportunities for faculty to attend conferences, workshops, symposia, and other related scholarly activities. Recently, a special budgetary appropriation for faculty development was initiated and approved by the President, and this appropriation will become a recurring budgetary line item.

- ***Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.***

The University of North Alabama is a stalwart proponent of the importance and value of providing opportunities for Alabama citizens to obtain a quality education at an affordable price. In association with this goal, the University advocated, in a collaborative fashion, with a variety of entities and individuals (e.g., elected and appointed officials, other institutions of higher education, the Higher Education Partnership, the Alabama Commission on Higher Education, and the Alabama Council of Colleges and University Presidents) the attainment of more stable and abundant funding for higher education through aggressive support for tax reform and otherwise. Despite this advocacy, legislative appropriations to the University for its operating budget continue to decline as a percentage of funds needed to provide a quality education. In this regard, the percentage of the operating budget at the University has declined over the past ten (10) years from nearly 60% to less than 50%, which has compelled the University to increase tuition and fees at a rate much higher than is desirable.

Further, despite the growing backlog of deferred maintenance and an established need for new construction, the State has been unable to provide any reasonable amount of capital bond funding to the University for a number of years. In the absence of this capital bond funding, the University has had to produce additional revenue through increased tuition and fees (so that it can set aside funds for building repairs and renovations that should be provided by the State through capital bond funding). Also, the University has been compelled to take on debt to address pressing capital needs, which adds to the tuition and fee burdens of its students.

Finally, the University has increased its efforts to attract additional levels of philanthropic support to provide a level of excellence not otherwise possible with funds provided through legislative appropriations and tuition and fees. Scholarship support, both immediate use and endowment, is a very high fundraising priority for the University as it helps with both student recruiting and student retention through graduation. Also, the University seeks actively funds for eminent scholar chairs, professorships, library acquisitions, capital construction, and for other worthy purposes.

- ***Goal 5 – Workforce Development: Economic prosperity involving all segments of public education in Alabama's future.***

Preparing its students well to meet the challenges and rigors of a highly competitive global marketplace is an important aim of the University. This aim is achieved, in part, by offering a wide array of academic offerings (both on and off campus) through traditional and non-traditional means. Additionally, this aim is attained through non-academic offerings provided via the Office of Continuing Studies and Outreach. Since the contemporary labor force must be better educated (broadly) and more technologically competent (more narrowly) than previous generations and this trend is likely to continue, the University strives to provide educational experiences that accomplish these two-fold purposes.

Recognizing that a substantial segment of the student body of the University must work either full-time or part-time, the University offers a substantial number of academic courses and portions of academic programs during the evening hours and a more limited number of courses on weekends and inter-sessions. It also provides selected academic courses and programs, via distance learning, and offers assistance to businesses by providing workplace training and education that allows employees to receive necessary and otherwise beneficial training and education (either at or proximate to business locations).

In response to adverse financial conditions resulting in a temporary or permanent loss of jobs in the greater north Alabama region, the University has reached out to employers and employees so affected. Among other things, the University has provided assistance with worker training and education as well as helping those who are losing or who have lost their employment. Additionally, the University has provided tuition scholarships and other assistance for dislocated workers to help them gain access to educational opportunities without enduring further economic hardships. Further, UNA has provided assistance to families of individuals who have been called to support their country on active military duty. Finally, the Office of Career Services has offered assistance to dislocated workers in helping them to prepare job applications and supporting materials as well as offering guidance to them with interview techniques and related matters.

SUMMARY AND CONCLUSION

Unquestionably, the State Plan for Higher Education 2003-04 to 2008-09 produced by the Alabama Commission on Higher Education, with substantial consultation with and inputs from business and educational communities in the State provides a heuristic for guiding individual and collective actions, that is supported fully by the University of North Alabama. This Plan is consistent with and complementary to the official Statement of Purpose, Role, and Goals of the University (as presented earlier in this document). Accordingly, the University is engaged actively in achieving the goals and objectives of this Plan, and will continue to do so. Finally, the University appreciates the opportunity to have been involved in shaping this Plan and in being invited to offer this report, both in writing and orally.

December 13, 2004

Dr. Michael E. Malone
Executive Director
Alabama Commission on Higher Education
P.O. Box 302000
Montgomery, Alabama 36130-2000

RE: Status Report on the Implementation of the State Plan for Higher
Education 2003-04 to 2008-09 (State Plan)

Dear Dr. Malone:

In response to the Commission's request pertaining to the above-referenced
State Plan, enclosed are the following documents:

- < University of South Alabama Board of Trustees Report to the Alabama
Commission on Higher Education State Plan for Alabama Higher
Education 2003-04 – 2008-09
- < University of South Alabama Board of Trustees Resolution approving the
above-referenced report, passed at a seated meeting on December 2,
2004
- < Names and addresses of the members of the University of South
Alabama Board of Trustees

Please contact me if you need additional information.

Sincerely,

Robert A. Shearer
Assistant to the President – Academic

RAS:mgc

xc: Dr. Pat C. Covey, Sr. Vice President for Academic Affairs
Mr. Frank Hurley, Director, Institutional Research and Assessment
Mr. Donald L. Langham, Chairman, USA Board of Trustees
Mr. V. Gordon Moulton, President

**UNIVERSITY OF SOUTH ALABAMA BOARD OF TRUSTEES
REPORT TO THE ALABAMA COMMISSION ON HIGHER EDUCATION
STATE PLAN FOR ALABAMA HIGHER EDUCATION 2003-04 – 2008-09**

Goal 1 – Access: Elevate the educational attainment levels of all citizens.

The University of South Alabama is committed to elevating the educational attainment levels of all citizens. With some 54,600 degrees awarded - including 1,700 physicians - USA is the primary provider of baccalaureate, graduate, and professional education in its geographical area. The University awards more than 2,400 degrees a year, with most of these graduates remaining in the Mobile area serving in the fields of education, health care, engineering, science, computer technology, business, visuals and performing arts, humanities, and other disciplines.

USA, with a fall 2004 enrollment of 13,538 students, has grown by 17% over the past five years compared to the statewide average university growth of 7%. African-American student enrollment has increased from 14.2% of the student body in fall 1999 to 16.8% in fall 2004. These gains are the result of aggressive recruitment efforts, significant growth in scholarships programs, and greater community awareness of the quality and scope of USA's academic programs.

USA serves a large number of adult and non-traditional students, particularly through the academic programs of its School of Continuing Education and Special Programs. Opportunities for access are facilitated, also, through articulation agreements with 22 two-year institutions, ensuring transferability of educational achievements. Additional opportunities for access are provided through distance learning. More than 100 courses are offered in an on-line distance learning format. The following academic programs can be completed entirely on-line: M.Ed. and Class A Certification in Educational Administration; M.S. in Instructional Design and Development; M.Ed. and Class A Certification in Educational Media; and several undergraduate and graduate programs in Nursing.

Goal 2 – Cooperation: Offer relevant educational programs that address economic, intellectual, and social problems by partnering with business, government, K-12, and private sector entities.

The University of South Alabama is actively engaged in business, government, K-12, and private sector partnerships to ensure that its educational programs address economic, intellectual, and social problems.

Approximately 85% of the educators in Mobile County have earned degrees or certificates from USA. Enhanced partnerships, cooperative research projects and other interactions with the Mobile County and Baldwin County Public School Systems are on-going. Programs and centers such as the youth violence prevention initiative, service learning, business and economic research, small business development, recreation and the arts, lifelong learning, college head start for talented high school students, science

education “on wheels,” Upward Bound, Special Services, and in-service training for teachers are only a few examples of USA’s partnering with the public and private sectors to serve community needs.

USA’s Technology and Research Park, recipient of the Mobile Area Chamber of Commerce’s 2003 Innovation Award, offers new opportunities for collaboration between leading technology firms and university faculty and students to develop new products and processes, as well as contributing significantly to economic and employment growth in the area.

Other successful partnerships with business have resulted in joint research and product development in areas including nutritional supplements, tire recycling technology, and new drug treatments for Alzheimer’s disease and cancer.

Active involvement by faculty with community and professional organizations extends their knowledge and skill resources beyond the campus. The University’s colleges and schools build and reinforce cooperative relationships with industry, education, and government through advisory councils made up of leading practitioners who lend their insights and expertise to ensuring that academic programs are responsive to current and future needs of the state and local area.

In support of the state’s objective to strengthen health care training and develop incentives to meet the shortage of health care workers in Alabama, USA graduates outstanding physicians, nurses, and allied health professionals each year. With a fall 2004 enrollment of 1,936 students, the College of Nursing ranks among the largest nursing education programs in the United States. Through its hospitals and clinics, the University serves more than 250,000 people per year, about one-third of whom have no insurance and otherwise might go without care.

Goal 3 – Quality: Strengthen instructional programs, evaluate and assess their effectiveness, and use the results to improve quality.

The University of South Alabama is a dedicated partner in the state’s effort to increase the quality of education through the effective use of assessment and evaluation processes. Achieving excellence in educational programs rests upon having timely and accurate information about the extent to which USA graduates possess the requisite skills, knowledge, and values for successful careers and effective citizenship. Additionally, the University recognizes the need to be able to communicate about, and provide evidence of, its effectiveness to students, parents, and the citizens of Alabama.

Annual reports are received from every academic department regarding the attainment of desired learning outcomes in each program. The reports document program changes that have been made based on assessment results; thus, it is clear that the assessment is a powerful tool for identifying areas in which improvement is

needed and implementing appropriate measures. Improving assessment capability will result in greater public accountability about the effectiveness of programs and services.

There are three main components in an effective assessment process: 1) clarification of desired learning outcomes for students; 2) assessment of the extent to which students have attained these outcomes; and 3) revision of curricula and programs to enhance attainment of the desired outcomes. The desired learning outcomes that have been articulated for all USA graduates, regardless of their program of study, are: effective communications skills; proficiency with quantitative reasoning, mathematics, and learning technology; appreciation of artistic and literary endeavors, foundational knowledge in the social and natural sciences; an appreciation of historical perspective. A second major area of learning outcomes addresses the knowledge, skills, and values expected of graduates in their specific programs of study. The academic department offering the program defines learning outcomes for each instructional program. All academic departments review and update these outcomes annually to ensure their relevance and currency for preparing students to succeed in their chosen fields of study and career paths.

After defining the desired outcomes, the next task is assessing the extent to which students attained them. As with the identification of learning outcomes, assessment efforts at USA are shared by the General Education Committee and academic departments. A wide variety of assessment methods are being used by these groups, ranging from standardized tests and licensure/certification exams, to samples of students' coursework such as tests, projects, and papers. Regardless of the method used, the assessment results indicate whether or not students are attaining the desired level of proficiency in the learning outcomes.

Finally, the results of these assessments are used to identify areas where improvements are needed. Some examples of the types of changes that have been made based on assessment results include:

- Creating more opportunities for students to participate with faculty in research
- Expanding internship opportunities and expanded partnerships with industry
- Expanding the use of technology – greater use of computer-assisted learning resources and exercises, new internet technologies are being used in class to augment lecture materials
- Revising curricula and course materials– changing the sequencing of courses, adding new courses, clarifying/adding prerequisites for courses, deleting or revising courses, replacing textbooks, adding greater emphasis on use of technology and technological competencies
- Making additional information resources readily available to students – bringing in outside speakers to provide seminars; providing style manuals, reference books, and web site links for needed materials
- Increasing facilities usage - upgraded teaching laboratories with more modern instrumentation and experiments, expanded hours of access to computer labs

The next challenge is to develop ways of summarizing these assessment results so that the institution's progress can be more easily tracked and effectiveness more clearly communicated to a variety of audiences. The University anticipates having a set of institutional performance indicators and an assessment scorecard in place by next year to serve these purposes.

Goal 4 – Resources: Strive for a sustained level of funding that will allow citizens to reach educational objectives, attain cultural and social goals, and position Alabama to compete economically in the region.

In addition to providing an educated workforce, the University of South Alabama injects more than \$1 billion into the economy annually through its teaching, research, and health care missions. USA has reacted to stagnant state appropriations by being resourceful in generating revenue from other sources, including external grants and contracts, federal appropriations, health care services, and tuition revenue growth. Of its total 2004-2005 budget of \$572 million, the university will generate \$485 million, while receiving \$87 million from the state. Since 1998, USA has aggressively sought to increase its external grants and contracts revenue (now totally some \$40 million annually) – and direct federal appropriations (over \$100 million in the past five years).

USA has been in the forefront of raising awareness of the need for significant reform to achieve equitable and adequate funding for higher education. The University works diligently with state, county, and local government leaders, legislative delegations, and the business community to advocate for additional state funding for higher education and to promote economic development initiatives.

Likewise, with the endorsement of key government and business leaders, the University is actively engaged in economic development initiatives of significant benefit to the region and the entire state. Such initiatives include the USA Cancer Research Institute and the USA Technology and Research Park. In the process of providing state-of-the-art cancer research and treatment, over the next few years the Institute is expected to create some 700 jobs, stimulate the development of biotechnology businesses, and have an economic impact of \$1 billion.

Similarly, the Technology and Research Park boosts the economy while providing a link for faculty and students to rapidly expanding technology and biotechnology companies located in the Park. The Park attracts and retains clean and sustainable high-tech jobs, now employing more than 200 local citizens.

Goal 5 – Workforce Development: Enhance economic prosperity by involving all segments of public education in Alabama's economic future.

In addition to providing direct employment for some 5,800 people in its region, through its teaching, research, and health system, the University of South Alabama plays a key leadership role in creating opportunities for all of Alabama's citizens to achieve economic prosperity.

Throughout the curriculum USA prepares students for the challenges of technologically advanced workplaces. With more than 46,000 graduates, USA has contributed to the workforce some 1,500 medical doctors, 8,400 teachers and school administrators, 4,500 nurses, 2,600 engineers, 1,700 accountants, 1,200 computer sciences professionals, as well as highly skilled workers in many other fields of study and career preparation in all of the institution's nine colleges and schools.

Many of these educational programs are supported and enhanced through external contract and grant funding, totaling some \$30 million annually, and more than \$63 million in direct federal appropriations over the past five years.

USA's Technology and Research Park represents a partnership between higher education and high-tech industry that will produce significant employment opportunities for Alabama citizens in technology fields. The Cancer Research Institute is expected to generate some 700 jobs associated with research, patient treatment, and biotechnology.

In addition, University faculty, staff, and administrators are active participants in workforce development initiatives of area chambers of commerce and economic/community development organizations.

RESOLUTION

REPORT TO ACHE ON STATE PLAN FOR ALABAMA HIGHER EDUCATION

WHEREAS, the Alabama Commission on Higher Education (ACHE) has developed a *State Plan for Alabama Higher Education, 2003-2004 to 2008-2009* (Plan), and

WHEREAS, the ACHE Plan sets out five overarching goals with objectives - Access, Cooperation, Quality, Resources, and Workforce Development, and

WHEREAS, to demonstrate the accountability of the state's higher education institutions, ACHE has proposed that the boards of trustees of each institution annually submit a report on the institution's accomplishments toward achievement of the goals and objectives in the state Plan,

NOW, THEREFORE, BE IT RESOLVED the University Board of Trustees approves the attached report entitled *University of South Alabama Board of Trustees Report to the Alabama Commission on Higher Education State Plan for Alabama Higher Education 2003-04 – 2008-09*, and authorizes the President of the University to submit said report on its behalf to the Alabama Commission on Higher Education.

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The University of West Alabama

Board of Trustees Report
to Support the Implementation of the State Plan for Higher
Education 2003-2004 to 2008-2009 in the Areas of

Access
Cooperation
Quality
Resources
Workforce Development



May 5, 2005

UWA Vision Statement

To be nationally recognized for transforming the Black Belt into a region with an appealing quality of life

UWA Mission Statement

The University of West Alabama is a state-supported, coeducational institution of higher learning governed by a Board of Trustees appointed by the Governor. As a regional institution, the University's foremost commitment is to meeting the educational needs of the state and particularly of the West Alabama area. Valuing a diverse student population, it also welcomes students from throughout the United States and from other countries.

The primary purpose of the University is to provide opportunities for students to pursue a quality education through associate, baccalaureate, and master's degrees in liberal arts, natural sciences and mathematics, pre-professional programs, nursing, technology, business, and education. Additionally, the University will assist its students in developing the important qualities of independent thinking and respect for the ideas of others and in building firm foundations of personal integrity and character in order to realize their quests for a philosophy of life and for self-fulfillment. Importance is placed on providing opportunities within the curricula for the development of enhanced skills in critical thinking, communication, leadership, and computer literacy. The University also seeks to provide students opportunities for growth beyond the classroom through a wide range of extracurricular activities, programs, and services and through the maintenance of an environment of cultural and intellectual diversity and through the encouragement of the free exchange of ideas among faculty, administration, and students.

At the University of West Alabama, the emphasis is on the traditional learner, but the institution is also committed to the concept of life-long learning and to serving non-traditional students. These include workers in area schools, businesses and industries, governmental agencies, and the professions. In serving these diverse publics, the institution not only employs traditional means of delivery, but also seeks to expand its use of innovative technologies, including distance learning, and to networking with other educational institutions and agencies in order to more comprehensively address the needs of its region.

The University seeks to employ a vibrant, talented, and diverse faculty whose members are committed to providing leadership and fostering positive growth throughout West Alabama through research and public service, with primary emphasis on that which meets the educational, social, cultural, and economic needs of the region. In the recruitment and retention of this faculty, as with all members of the University community, the institution, consistent with its academic heritage, maintains openness to all qualified persons.

The University of West Alabama

Board of Trustees

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Goal 1: Access

The University of West Alabama works cooperatively with other education institutions and employs cutting edge technology to provide educational opportunities to all Alabama citizens. UWA's College of Education has established partnership contracts with seventeen public schools in the Black Belt area. Ten of these schools recently profited from surplus equipment the University received from Alabama Power. This surplus equipment project will be an ongoing project to provide the schools with classroom equipment and supplies. The College is currently planning professional development programs for four school systems with monies received from a Bell South Grant and is pursuing an Alabama Power grant to provide professional development in other partnership schools.

The University has also joined with the University of Alabama, Auburn University and Alabama Southern Community College to establish the Demopolis University Center to meet the educational needs of this growing city and region. Currently, UWA's contribution is primarily in graduate course offerings and continuing education courses.

The University also offers eight graduate programs and two baccalaureate degree programs completely online that serve citizens throughout Alabama, particularly teachers. Teachers in the North Alabama area, for example, have taken advantage of UWA's online Library Media program online, a program previously not readily available in that area. The University is also working with the public school systems to make online courses available through its dual enrollment/dual credit program.

The University's Upward Bound program has been extremely successful, serving approximately 58 students per year from 1992 – 2002 and increasing its roster to 78 during the Fall 2003. An impressive 99% of these students have graduated from high school, and 86% of program participants have enrolled in programs of post-secondary education. To date, 64% of program alumni have earned at least one college degree or are on track to receive a college degree. In addition, many of UWA's Upward Bound alumni are currently serving in the U.S. Armed Forces.

The University also provides facilities on its campus for adult education programs and hosts several workforce development programs in cooperation with the Alabama Department of Postsecondary Education and with Shelton State Community College.

The University provided 148 scholarships totaling \$257,500 during the 2003-04 academic year, and to date 184 students have accepted scholarships for the 2005-2006 academic year. In addition, the University disbursed \$13,553,720 in federal financial aid, with 49% of its students receiving Pell Grants.

Increased efforts in retention, including a Student Success Program, have resulted in a 12% improvement in freshman retention (from 57% in Fall 2003 to 69% in Fall 2004) and a 5% increase in graduation rate (from 30% in Fall 2003 to 35% in Fall 2004).

Goal 2 – Cooperation

As noted above, UWA partners with numerous entities across the state in fulfilling its mission of educating citizens of Alabama. With its roots in teacher training, the University continues to be a leader in this area and has worked with the State and federal governments in providing incentives to increase the number of teachers in areas of critical shortages, including participation in the Alabama Math and Science Initiative and Alabama Reading Initiative. Additionally, the University has secured private funds from Bell South to provide in-service training to increase teacher proficiency in mathematics and science.

In the area of workforce development, the University provided the impetus for the establishment of a Truck Driving Training School on campus in cooperation with Shelton State. It also hosts a Focused Industry Training (FIT) program, sponsored by the Department of Postsecondary Education, to train workers to fill jobs vacated by those who have found work in the expanding automotive industry and an Automotive Training Institute operated by Shelton State.

In the area of health care, the University offers an associate degree Registered Nurse program. Students can also complete the B.S.N. from the University of Alabama at UWA. UWA's School of Nursing annually graduates some thirty-five registered nurses. In addition, the University is a founding member of the Alabama Medical Education Consortium, an organization designed to establish and maintain a physician manpower pipeline for rural and underserved Alabama that includes all related components of medical education and is composed of the following organizational units: Black Belt Health Scholars Consortium, Undergraduate and Graduate Medical Education, Data Collection, Health Policy, and Work Force Needs. The Consortium is headquartered at UWA.

The University also engages in numerous other activities to enhance the quality of life for Alabamians. Each summer, the University hosts the National Youth Sports Program through a grant from the National Youth Sports Cooperation and the Department of Health and Human Services. This program serves approximately 600 children from underprivileged backgrounds by providing health screenings, health education on issues such as drug and alcohol prevention, and recreational activities such as swimming, volleyball, and softball.

The University is also an equal partner with the Sumter County Fine Arts Council, and together they bring to the area arts programs that are the envy of much more populated areas. The programs provide a variety of rich experiences in art, music, and theatre and include such groups as the Montgomery Ballet, the Alabama Symphony Orchestra, the Moscow Chamber Orchestra, and the Academy of St. Martin in the Fields Chamber Ensemble. Emphasis is placed on arts education for area school children, and each year some 2,000 school children are brought to campus to enjoy performances by the Birmingham Children's Theatre. In addition, a number of performing groups go into the schools in Sumter County. Furthermore, the University has helped to provide summer programs in the arts for area children. Additionally, during the past year, all fourth graders (approximately 700 children) from Sumter and Marengo Counties attended the Water Festival on the UWA campus, and all third graders (approximately 300 students) from Sumter County attended the Farm Safety Day Camp on campus. Sumter County high schools students also participated in the Sumter County Envirothon at UWA.

The Livingston Press at UWA produces ten to twelve quality publications a year. The Press has showcased the literary achievements of Alabama writers by publishing *Alabama Poets: A Contemporary Anthology*; *Belles' Letters: Contemporary Stories by Alabama Women*; *Alabama Bound: Contemporary Stories of a State*; and *Climbing Mount Cheaha: An Anthology of Emerging Alabama Writers*.

The University sponsors the Black Belt Symposium, which brings scholars from throughout the region to make presentations on historical aspects of the Alabama Black Belt. It also sponsors the annual Sucarnochee Folk Life Festival, which draws craftsman and artists from throughout the region.

The University regularly hosts presentations from accomplished Americans from all walks of life. Recent visitors to campus include Mary Starke Harper, advisor on health matters to a series of U.S. Presidents; Odetta, one of the most influential folk music artists of the twentieth century; nationally renowned financial analyst, commentator and author Jim Rogers; renowned Alabama historian Wayne Flint; and Pulitzer Prize winner and best selling author Rick Bragg.

Through its online program and continuing education, the University serves non-traditional students by providing them with an opportunity for a college education that would not otherwise be available. It also provides numerous enrichment opportunities through continuing education. For example, in May, the University is sponsoring an educational tour of Italy, which has drawn citizens from throughout the region as participants.

Goal 3 – Quality

The University's planning and assessment process has been recognized as strength by the Southern Association of Colleges and Schools. This process assures accountability by regular, systematic assessment of all facets of its operation and subsequent adjustment of methods and goals, and it is clearly tied to the University's budgeting process.

In the area of technology, UWA has in some instances led the way for the State. In 2000, it began its *e-Campus* initiative, which had as its goal a comprehensive technological environment designed to ensure computer access to all students, faculty, and professional staff and the networking infrastructure to allow a seamless flow of information. Through funding from various sources, including two federal grants, the University was one of the first campuses to make wireless access to the Internet available in all corners of the campus. The University has also provided computers and networking to public libraries throughout the area and technical assistance to many area public schools.

Beginning with a federal grant, the University established a Campus School, meeting a critical need for quality daycare for four- and five-year-olds in the surrounding area and allowing students with small children to more conveniently enroll in classes. The school opened in Fall 2003 with two children enrolled and has grown to its current enrollment of thirty-five children in the day program and sixty-five children in the summer and night programs.

Through its minority faculty and administrative staff recruiting plan, the University has made great strides in increasing the number of African-American faculty and administrative staff. The percentage of full-time African-American administrative staff has increased 8.9% from the 2001-2002 academic year to the current academic year, with six administrative staff members, and the percentage of full-time African-American faculty has increased 8.1%, with eleven African-American faculty members, and an additional faculty member has contracted for Fall 2005. In addition, in Fall 2004 two of the four college deans will be female and one college dean African-American. The University has used the Court Ordered Recruitment and Retention funds to supplement the salaries of existing African-American faculty and administrative staff, to recruit new faculty and administrative staff, and to support the University's very successful Minority Faculty Development Fellowship, which provides financial assistance to students who are working toward graduate degrees in exchange for the candidates' agreeing to teach at the University of West Alabama for at least the number of years they received the fellowship.

Through its tenure and promotion process, the University encourages all faculty to engage in service to the University and surrounding communities. Faculty development funds are provided in each academic department's budget, and a faculty research fund is provided to individual faculty through the Office of the Provost.

Through the Office of Institutional Effectiveness, the University participates fully in the establishment of a statewide student database so that the success of students transferring from one institution to another can be monitored, and several faculty and administrators have played key roles in the AGSC-STARS program.

Goal 4 – Resources

The University directs its resources not only toward meeting the educational needs of Alabama students, but also the cultural, social, and economic needs of the State.

An example is the Bell Conference Center. Constructed in 2002, the Center has served as the site for numerous community, workforce, health care, and governmental meetings. The following are just a few of the groups that have used the Bell Conference Center: West Alabama Community Traffic Safety; Black Belt Action Commission Committees; Leadership Development Network Conference sponsored by Congressman Artur Davis; Commission on the Future of East Mississippi and West Alabama; West Alabama Regional Alliance; and Childcare Provider Conference.

UWA works to promote the cause of higher education for the State in many ways. The Higher Education Partnership currently has 247 members from the University of West Alabama. In addition, UWA faculty, staff and students are very active in supporting activities of the Partnership. Four students from UWA attended the Student Teams Advocating Realistic Solutions (STARS) retreat last year, and one UWA student served as the State STARS Coordinator in 2001. Several UWA staff members serve on the Partnership's task forces, and one staff member and one UWA alumnus also represent UWA on the Partnership's Board of Directors. The University's Graduate School also participates in the Alabama Jobs program held each year in conjunction with Higher Education Day.

The University also has an active Foundation Board that provides support for the University and the area that it serves. The Foundation's primary efforts are directed toward attracting, receiving, investing, managing, and expending gifts and other resources designated to support the programs of the University and to support the University's service efforts in the West Alabama area.

Goal 5 – Workforce Development

Through its Department of Technology, the University offers skills development training in its Associate Degree in Industrial Maintenance. All graduates of this program are either currently employed in their field of specialization or continuing their education towards a baccalaureate degree.

In addition, graduates from UWA's School of Nursing have been very successful in securing jobs. Of the 50% of 2003-2004 nursing graduates who responded to a Registered Nursing Program Graduate Survey, all indicated they are currently employed as nurses. In addition, these respondents indicated a salary of between \$14 and \$16 per hour.

The Alabama Onsite Wastewater Association Training Center, located on the UWA campus, has provided continuing education to approximately 1,200 wastewater system installers in the state. The AOWATC has also conducted training for some 120 new licensees and hosted a one-day seminar for forty environmentalists from the Alabama Department of Public Health.

The University's College of Business houses the Small Business Development Center (SBDC), which enhances economic growth in the local region by making area small businesses more competitive through the provision of entrepreneurial assistance. Also, the Center for Business and Economic Services (CBES) enhances the economic development of the service area by providing information and training to new industry and assisting existing industries with further development.

The University's Regional Center for Community and Economic Development, located across from the President's Office and next to the District Office of Congressman Artur Davis, is working to attract business and industry to the area. The Center recently prepared a recruitment booklet that convinced Mannington Wood Flooring to expand at Port Epes, creating 100+ jobs. It has also hosted numerous prospects at Port Epes, Livingston, and York, Alabama. The Center has prepared workforce studies for Greene and Sumter Counties and is in the process of developing similar studies for the remaining counties in its five-county Alliance region as well as the entire Black Belt region. The Center is also working with individuals who desire to establish businesses. For example, in cooperation with the University of Alabama, the Center is currently assisting an individual who plans to establish a manufacturing facility to produce an environmentally friendly industrial cleaner. In addition, the Center has begun the development of Individual Development Accounts in corporation with the Federation of Southern Cooperatives and other partners and has hosted the inaugural mayor's conference in the five-county area.

All in all, it is clear that the University of West Alabama is utilizing its resources in the most productive fashion to achieve the goals articulated by the State Plan.

Alabama Higher Education Institutions

Public Universities

Alabama A&M University
Auburn University
Jacksonville State University
Troy State University Dothan
The University of Alabama
University of Alabama in Huntsville
University of North Alabama
University of West Alabama

Alabama State University
Auburn University at Montgomery
Troy State University
Troy State University Montgomery
University of Alabama at Birmingham
University of Montevallo
University of South Alabama

Public Upper Division University

Athens State University

Public Community Colleges – Two-Year Institutions

Alabama Southern Community College
Bishop State Community College
Central Alabama State Community College
Faulkner State Community College
Gadsden State Community College
Jefferson State Community College
L.B. Wallace Community College
Northwest-Shoals Community College
Southern Union State Community College
G.C. Wallace State Community College Dothan
Chattahoochee Valley Community College

Bevil State Community College
Calhoun State Community College
Enterprise-Ozark Community College
Snead State Community College
Jefferson Davis Community College
Lawson State Community College
Northeast Alabama Community College
Shelton State Community College
G. C. Wallace State Community College
Hanceville
G. C. Wallace State Community College
Selma

Public Technical Colleges – Two-Year Institutions

Bessemer State Technical College
Ingram State Technical College
Trenholm State Technical College

Drake State Technical College
Reid State Technical College